



Maryland Accommodations Manual



**Selecting,
Administering, and
Evaluating the Use of
Accommodations for
Instruction and Assessment**

**Issue ID 200802
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Table of Contents

	<u>Page</u>
Section 1: Introduction	
Maryland Accommodations Manual: An Overview	
The Structure of this Manual	1-1
Section 2: Maryland Accommodations Policy Overview	
General Principles for All Maryland Assessment Programs.....	2-1
Participation	2-1
Accommodated Students	2-1
Accommodations Not Specified In This Document	2-2
Alternate Assessments based on Modified Achievement Standards (Modified Assessments) ...	2-3
Accommodated Students.....	2-3
Excused Students	2-4
Exempted Students	2-5
Definitions	2-6
Summary of Accommodating, Excusing, and Exempting Students	2-8
Section 3: Maryland Assessment Summary	
Overview	3-1
Maryland School Assessment in Reading and Mathematics (MSA).....	3-2
Maryland School Assessment in Science (MSA Science)	3-3
Modified Maryland School Assessment (Mod-MSA)	3-4
Criteria for Identifying Students with Disabilities for Participation in Mod-MSA	3-5
Alternate Maryland School Assessment (Alt-MSA).....	3-6
Criteria for Identifying Students with Disabilities for Participation in Alt-MSA.....	3-7
Alt-MSA Prompt Types	3-8
High School Assessment (HSA)	3-9
Bridge Plan for Academic Validation (BPAV).....	3-9
Modified High School Assessment (Mod-HSA)	3-10
Criteria for Identifying Students with Disabilities for Participation in Mod-HSA.....	3-11
English Language Proficiency Test (ELPT).....	3-12
Maryland Functional Testing Program (MFTP)	3-13
Section 4: The Five-Step Process for Accommodations for Students with Disabilities	
Step 1: Setting Expectations – Expect Students with Disabilities to Achieve Grade-level	4-1
Step 2: Learning About Accommodations For Instruction and Assessment of Students with Disabilities	4-5
Step 3: Selecting Accommodations for Instruction and Assessment for Individual Students with Disabilities	4-8
Step 4: Administering Accommodations During Instruction and Assessment of Students with Disabilities	4-12
Step 5: Evaluating and Improving Accommodations Use in Instruction and Assessment of Students	4-16
Section 5: Accommodations Fact Sheets for Students with Disabilities	
Fact Sheet SWD-1—Presentation Accommodations	5-1
Fact Sheet SWD-2—Response Accommodations	5-9
Fact Sheet SWD-3—Timing and Scheduling Accommodations	5-15
Fact Sheet SWD-4—Setting Accommodations	5-19
Fact Sheet SWD-5—Examples of Accommodations Based on Student Characteristics	5-23
Fact Sheet SWD-6—Dos and Don'ts When Selecting Accommodations	5-29
Fact Sheet SWD-7—Rules for Administering Specific Accommodations	5-31
Section 6: Accommodations Tools for Students with Disabilities	
Tool SWD-1: Access Needs That May Require Accommodations	6-1
Tool SWD-2: Accommodations from the Student's Perspective	6-3

	<u>Page</u>
Tool SWD-3: Assessment Accommodations Plan	6-4
Tool SWD-4: Assessment Accommodations Agreement	6-5
Tool SWD-5: Logistics Planning Checklist	6-6
Tool SWD-6: Accommodations Journal	6-7
Tool SWD-7: Application for Approval to Administer the High School Assessments over Multiple Days	6-9
Tool SWD-8: Guidance for Provision of the Full Interpreting/Transliterating Accommodation	6-17
Section 7: The Five-Step Process for Accommodations for English Language Learners (ELLs)	
Step 1: Setting Expectations – Expect English Language Learners (ELLs) to Achieve Grade-level Academic Content Standards	7-1
Step 2: Learning About Accommodations for Instruction and Assessment of English Language Learners (ELLs)	7-5
Step 3: Selecting Accommodations for Instruction and Assessment of Individual English Language Learners (ELLs)	7-7
Step 4: Administering Accommodations During Instruction and Assessment of English Language Learners (ELLs)	7-13
Step 5: Evaluating and Improving Accommodations Used in Instruction and Assessment of English Language Learners (ELLs)	7-16
Section 8: Accommodations Fact Sheets for English Language Learners (ELLs)	
Fact Sheet ELL-1—Presentation Accommodations	8-1
Fact Sheet ELL-2—Response Accommodations	8-5
Fact Sheet ELL-3—Timing and Scheduling Accommodations	8-9
Fact Sheet ELL-4—Setting Accommodations	8-13
Fact Sheet ELL-5—Examples of Accommodations Based on Student Characteristics	8-17
Fact Sheet ELL-6—Dos and Don'ts When Selecting Accommodations	8-21
Fact Sheet ELL-7—Rules for Administering Specific Accommodations	8-23
Section 9: Accommodations Tools for English Language Learners (ELLs)	
Tool ELL-1: Access Needs That May Require Accommodations	9-1
Tool ELL-2: Accommodations from the Student's Perspective	9-2
Tool ELL-3: Assessment Accommodations Plan	9-3
Tool ELL-4: Assessment Accommodations Agreement	9-4
Tool ELL-5: Logistics Planning Checklist	9-5
Tool ELL-6: Accommodations Journal	9-7
Tool ELL-7: Sample Plan for Elementary School Students Designated as English Language Learners (ELLs)	9-9
Tool ELL-8: Sample Plan for Secondary School Students Designated as English Language Learners (ELLs)	9-13
Tool ELL-9A: Accommodations Documentation for English Language Learners (ELLs)	9-17
Tool ELL-9B: Accommodations Documentation Update Form for English Language Learners (ELLs)	9-19
Tool ELL-9C: Accommodations Documentation Form for Reclassified English Language Learners (RELLs).....	9-21
Appendix A: IEP Team Decision-Making Process Eligibility Tool for Mod-MSA.....	A-1
Appendix B: IEP Team Decision-Making Process Eligibility Tool for Mod-HSA.....	B-1
Appendix C: Quick Reference Guide to Accommodations for Students with Disabilities (SWD).....	C-1
Appendix D: Quick Reference Guide to Accommodations for English Language Learners (ELLs)	D-1
Appendix E: References	E-1

Section 1: Introduction

Maryland Accommodations Manual: An Overview

This publication has been developed to ensure that:

- participation in assessments is consistent in all Maryland programs, schools, and school systems;
- accommodations are provided to all qualified students; and
- accommodations used in assessments are also used in daily instruction.

The Maryland Accommodations Manual (MAM) presents a five-step process for use in the selection, administration, and evaluation of the effectiveness of the use of instructional and assessment accommodations. The information in this manual is applicable to

(1) students with disabilities (SWD) (that is, students who have an Individualized Education Program [IEP] or Section 504 Plan) [See Section 1 through 6 and Appendices A and E] or

(2) students who are English language learners (ELL) [See Sections 1 through 3, 7 through 9 and Appendices D and E]. Students who are ELL and who also have a disability resulting in their having both an ELL Plan and an IEP must follow the accommodations as outlined in their IEP (that is, the IEP takes precedence over the ELL Plan).

This manual also summarizes the statewide assessment programs required by the Maryland State Department of Education (MSDE) and supersedes all previous editions of this document. The information and requirements described in this manual apply to students in all public schools and to students in non-public settings whose education is supported by Maryland public funding.

The Structure of this Manual

MAM consists of several sections, as follows:

Section 1: Introduction. This brief section presents an introduction and overview of the MAM.

Section 2: Maryland Accommodations Policy Overview. This section describes the general requirements for accommodating, excusing, and exempting students in Maryland assessment programs.

Section 3: Maryland Assessment Summary. This section summarizes the various Maryland State assessment programs. Specific requirements for accommodating, excusing, and exempting students for each program are found in Section 5 (SWD) and Section 8 (ELL).

Section 4: The Five-Step Process for Accommodations for Students with Disabilities. This section outlines a 5-step process for implementing accommodations for instruction and assessment for students with disabilities, as follows:

- **Setting Expectations:** Guidance on the process of setting expectations for students with disabilities to achieve grade-level academic Content Standards.
- **Learning About Accommodations:** Guidance on learning about accommodations for instruction and assessment.
- **Selecting Accommodations:** Guidance on selecting accommodations for instruction and assessment for individual students.
- **Administering Accommodations:** Guidance on administering accommodations during instruction and assessment.
- **Evaluating and Improving Accommodations Use:** Guidance on evaluating and improving accommodation use.

Section 5: Accommodations Fact Sheets for Students with Disabilities. This section consists of seven fact sheets, each describing the specific accommodations available in Maryland for use in instruction and assessment. The first four fact sheets are organized according to the four categories of accommodations: presentation accommodations, response accommodations, timing and scheduling accommodations, and setting accommodations. Fact sheets five through seven provide examples of and guidance for implementing accommodations for assessment and instruction.

Section 6: Accommodations Tools for Students with Disabilities. This section consists of a variety of tools and worksheets which may be used by teachers and other local staff in implementing instruction and assessment accommodations for students with disabilities.

Section 7: The Five-Step Process for Accommodations for English Language Learners. This section outlines the five-step process for implementing accommodations for instruction and assessment of students who are English language learners.

Section 8: Accommodations Fact Sheets for English Language Learners. This section contains fact sheets with detailed descriptions of the specific accommodations available in Maryland for use in instruction and assessment of

ELLs. The first four fact sheets (ELL-1 through ELL-4) are organized according to the four categories of accommodations, and mirror the fact sheets presented in Section 5 for SWD. Fact sheets five through seven provide examples of and guidance for implementing accommodations for assessment and instruction.

Section 9: Accommodations Tools for English Language Learners. This section provides a variety of tools and worksheets (ELL Accommodations Tools ELL-1 through ELL-10) which may be used by teachers and other local staff in implementing ELL accommodations for instruction and assessment.

Appendix A: IEP Team Decision-Making Process Eligibility Tool for Mod-MSA. This appendix provides the decision-making process and form on which to record the results of IEP Team consideration of a student's participation in the Mod-MSA Assessments.

Appendix B: IEP Team Decision-Making Process Eligibility Tool for Mod-HSA. This appendix provides the decision-making process and form on which to record the results of IEP Team consideration of a student's participation in the Mod-HSA Assessments.

Appendix C: Quick Reference Guide to Accommodations for Students with Disabilities (SWD). This section contains a summary of the essential accommodations information contained in other parts of the manual. Appendix A is intended for use as an abbreviated section which may be used by local schools and school systems for quick reference to accommodations and accommodations policies. However, a copy of the complete version of this manual must be provided to all staff who work in any capacity with accommodations issues for students with disabilities. These staff members would include IEP Team members, teachers, other school staff and administrators, and school system central office staff.

Appendix D: Quick Reference Guide to Accommodations for English Language Learners (ELLs). This appendix includes a summary of the essential accommodations information for ELL students presented in abbreviated format for quick reference by teachers, administrators, and other users of this guide. However, a copy of the complete version of this manual must be provided to all staff who work in any capacity with accommodations issues for English language learners.

Appendix E: References. This appendix contains references and citations to documents which support the information contained in the other sections of the manual.

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Section 2: Maryland Accommodations Policy Overview

General Principles for All Maryland Assessment Programs

Participation

All students must be included to the fullest extent possible in all statewide assessment programs and to have their assessment results be a part of Maryland's accountability system. The Maryland State Department of Education (MSDE) requires all students to participate in statewide assessment programs unless documented as described in this manual. The Maryland participation requirement is supported by federal legislation requiring the participation of SWD in standards-based instruction and assessment initiatives. Two key federal acts governing student participation in assessment include the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). Some of the provisions of these laws are briefly summarized in Sections 4 (for SWD) and 7 (for ELL) of MAM.

Accommodated Students

Accommodations are intended to reduce or even eliminate the effects of a student's disability; **accommodations do not reduce learning expectations**. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and State assessments. It is critical to note, however, that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., lowering or not counting a student's test score) for the use of some accommodations during state assessments. It is very important for educators to become familiar with Maryland policies regarding accommodations during assessments.

Accommodations must adhere to the following principles:

- Accommodations enable students to participate more fully in instruction and assessments and to better demonstrate their knowledge and skills.
- Accommodations must be based upon individual student needs and not upon a category of disability, level of instruction, amount of time spent in general classroom, or program setting.

- Accommodations for SWD must be justified and documented in the student's appropriate education plan: the IEP or the Section 504 Plan.
- Accommodations for students who are ELLs, must be justified and documented in the ELL Plan (formerly known as Limited English Proficient or "LEP" Plan). Students who are both ELL and SWD have the IEP as the controlling document for accommodations.
- Accommodations must be implemented as soon as possible after completion of the appropriate education plan (IEP or Section 504 Plan for students with disabilities, or ELL Plan for English language learners) and must be aligned with and be a part of daily instruction. **Accommodations must not be introduced for the first time during the testing of a student.**
- Accommodations used in instruction must also be used in local district-wide assessments and State assessments.
- Accommodations must be approved as specified in this manual (see Sections 3, 5, and 9).
- Accommodations not explicitly mentioned in this document and/or multiple accommodations do not constitute reasons to exempt students from assessments. The School Test Coordinator (STC) must coordinate with the Local Accountability Coordinator (LAC) prior to testing to address issues caused by the need to provide multiple accommodations. The LAC will consult with MSDE as necessary to resolve accommodations issues.

Accommodations Not Specified in This Document

The LAC must submit to MSDE, for approval, an accommodation beyond those listed in this document. The process typically would involve local special education, Section 504, ELL, and school-based staff first identifying a potential need for an additional type of accommodation. These staff members would then contact the LAC who would work with them and MSDE to obtain approval for the accommodation. The decision to not allow an accommodation for testing does not necessarily imply that the accommodation (or modification, adaptation, or other strategy) cannot be used for instruction. As MSDE determines whether to approve a new type of accommodation for assessment, MSDE considers the impact of the new accommodation on test validity. Addressing the issue of validity of an accommodation in an assessment situation involves an examination of the purpose of the test and the specific skills to be measured.

Alternate Assessments based on Modified Academic Achievement Standards (“Modified Assessments”)

In accordance with federal policy, Maryland is in the process of developing tests to meet the needs of students with disabilities whose disabilities have precluded them from achieving grade-level proficiency and whose progress is such that they will not reach grade-level proficiency in the same time frame as other students. The U.S. Department of Education terminology refers to these tests as *Alternate Assessments, based on Modified Academic Achievement Standards* (known in Maryland as the “Modified Assessments”). The Modified Assessments must cover the same grade-level or course-specific content as the general assessment. However, “proficient” performance on a Modified Assessment does not represent students’ understanding of that grade-level or course-specific content, just based on a less rigorous assessment.

Maryland currently plans to phase-in the Modified Assessments over the next several years, so teachers and administrators should check with their Local Accountability Coordinators for the most up-to-date information. Although all of the Modified Assessments are not yet available, SWD should still be identified by their IEP teams as applicable. The Modified High School Assessment (Mod-HSA) is scheduled for first administration in May 2008. The IEP team must use the IEP Team Decision-Making Process Eligibility Tool (see Appendix A for Mod-MSA and Appendix B for Mod-HSA), ensuring that a student meets all of the relevant criteria, in order to determine the student’s eligibility and participation in the Modified Assessments.

Accommodated, Excused, and Exempted Students

Accommodated Students

All accommodations are permissible for use on State or district assessments unless otherwise noted on Accommodations Fact Sheets SWD-1 through SWD-4 for students with disabilities (MAM Section 5) or on Accommodations Fact Sheets ELL-1 through ELL-4 for English language learners (MAM Section 8).

The following guidance must be followed in determining and documenting accommodations:

1. **SWD:** The student’s IEP Team must decide on the appropriate accommodation(s) at the IEP development or annual review meeting for the year in which the student is scheduled to take the State or district assessments and indicate the decision on the student’s IEP. The student’s IEP Team will forward recommended accommodations to the School Test Coordinator. Accommodations must be justified, used within the instructional setting, and documented in the student’s IEP.

- 2. **Students with Temporary or Long-Term Disabilities and Section 504 Students:** General education students or students with a 504 Plan who have a temporary or long-term disabling condition that interferes with test performance should be offered testing accommodations to compensate for their disabling condition. Accommodations must be justified and documented in each student's record.
- 3. **ELL:** Appropriate accommodations identified by the ELL Committee are permitted for students who meet the criteria for an ELL program. Accommodations must be justified and documented in each student's records.
- 4. **Reclassified English Language Learners (RELLS):** Reclassified English Language Learners are those students who were formerly receiving English for Speakers of other Languages (ESOL) services, but who are no longer receiving those services, and whose progress is being tracked for two years after their exit from the ESOL program. Due to the extended nature of the English language acquisition process, however, upon exit from ELL programs, RELL students must have an accommodation plan in place (see page 9-19 for the plan form and the limited menu of accommodations permissible for RELL students). Accommodations for instruction and assessment must be implemented by the general education staff consistent with this RELL Accommodation Plan.
- 5. **Students Exited from Special Education Services:** Students who are exited from receiving Special Education services now have their performance tracked on the State NCLB assessments. The purpose of this accounting is to include the exited students for reporting purposes with the Special Education subgroup when calculating Adequate Yearly Progress (AYP). Students who have exited Special Education services, however, are not automatically entitled to continue receiving accommodations for instruction and assessment. Once a student no longer has an IEP, his or her instruction team must consider whether the student now needs a 504 Plan in order to receive accommodations for instruction and assessment. Students classified as Exited from Special Education Services and who do not have a 504 plan in place would not be entitled to accommodations.

NOTE: Only accommodations that students receive during regular ongoing daily instruction may be used in assessment.

Excused Students

Prior to a test administration, if the principal and at least one other qualified school staff member or the LAC decide that testing would be severely harmful to a student, and if the approval of the IEP or ELL team is obtained, the student may be excused. The reason for the excuse must be documented in the student's record. Examples of acceptable reasons include:

- The student has demonstrated by past performance that he/she cannot function in a testing situation (for example, the student exhibits intense or extreme anxiety behaviors during testing).
- The student has had a recent traumatic experience, which has made him/her unable to cope with the testing situation.

During testing, if a student demonstrates extreme frustration, disrupts others, becomes ill, etc., the teacher/test administrator may excuse the student from the test. Depending on the particular situation, the student may be given an opportunity to attempt the test again or make it up at a later date. Procedures for excusing students from specific testing programs are described in the Test Administration and Coordination Manual (TACM) which accompanies each assessment. Local school staff should always consult with their LAC if they have any questions about excusing a student from testing.

Students who are excused from an assessment receive no score and no proficiency level designation. These students are treated as non-participants for accountability purposes. As a result, school and school system staff must use caution when deciding to excuse a student, and must only excuse a student from an assessment when absolutely necessary.

Exempted Students

In general, no students are exempt from participation in the Maryland State Assessment Programs. Any special exceptions to this are noted below.

Special Exemption Conditions for ELL Students on the Maryland School Assessment (MSA) in Reading

English language learners (ELLs) who are in their first year of enrollment in a U.S. school may substitute their test results on the ELPT for the Reading MSA rather than sitting for the MSA Reading test itself. See the Maryland Accountability Plan posted on the MSDE web site at www.marylandpublicschools.org for more information. Such students must still participate in the MSA Mathematics and MSA Science test.

For ELL students, participation in MSA Mathematics and MSA Science testing is defined as allowing the student to attempt the test for at least 20 minutes. If, after 20 minutes, the Test Examiner determines that the student does not possess sufficient English fluency to be able to continue testing, the test administration for that student may be concluded at that time. The student's test must be returned to the vendor for scoring with all other scorable test materials to allow the student to receive a score for the Mathematics or Science test and to be counted as a testing participant.

Special Medical Exemption Conditions for MSA

Students may be exempted from the MSA when they cannot take the assessment during the entire testing window, including the make-up dates, because of a significant medical emergency. A significant medical emergency is a significant health impairment that renders the student incapable of participating in ANY academic activities, including state assessments, for the primary and make-up testing window. Examples could include hospitalization for a life-threatening condition or a serious car or other accident. Determination of a “significant medical emergency” must be made by a medical doctor and documentation must be kept available at the district for review. For accountability data purposes, the medical exemption is submitted to MSDE for approval and processing only during the AYP appeals process. See the AYP Appeals Manual for the current year for more information.

Participation Requirement Reminder for MSA Testing

Students with significant cognitive disabilities who are not pursuing the regular Maryland Content Standards leading to a Maryland High School Diploma take the Alternate Maryland School Assessment based on Alternate Academic Achievement Standards (Alt-MSA) in place of the MSA. All students in the tested grades in Maryland must participate in either MSA or Alt-MSA. Students who transfer from out-of-state or from private schools into the Maryland public school system at any time during the school year, through the end of the testing window in which the MSA is administered, must be tested.

Definitions

The following definitions will help users of MAM in understanding and implementing accommodations:

- **SWD:** Students who are eligible for special education and who have current Individualized Education Programs (IEPs).
- **Section 504 Students:** Students who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment.
- **ELLs:** Students who have a primary or home language other than English and who may have limited or no age-appropriate ability to understand, speak, read, or write English. ELL students have traditionally been known as Limited English Proficient (LEP) students and are served with English for Speakers of Other Languages (ESOL) classes or services.
- **Reclassified English Language Learners (RELLS):** Reclassified English Language Learners are those students who were formerly

receiving English for Speakers of other Languages (ESOL) services, but who are no longer receiving those services, and whose progress is being tracked for two years after their exit from the ESOL program.

- **Students Exited from Special Education Services:** Students who are exited from receiving Special Education services now have their performance tracked on the State NCLB assessments. The purpose of this accounting is to include the exited students for two years for Adequate Yearly Progress (AYP) reporting purposes with the Special Education subgroup.
- **Permitted Accommodation:** An accommodation as described in this document or submitted to MSDE by the LAC (in writing) as justified in the student's IEP, Section 504 Plan, or ELL Plan and provided in the course of daily instruction and approved by MSDE is a permitted accommodation.

Summary of Accommodating, Excusing, and Exempting Students

Program	Who may be accommodated?	How?
All Testing Programs	Students with disabilities who receive accommodations during instruction General education students with temporary or long-term disabilities or Section 504 students	IEP Team decision documented in student's IEP. Principal/staff decision documented in student's cumulative record. Section 504 Committee decision documented in student's cumulative record.
	English language learners (ELL)	ELL committee decision documented in the student's ELL plan, except that no accommodations are allowed for the ELPT unless the student has an IEP in which accommodations specific to a documented disability are included.
	Reclassified English language learners (RELL)	IEP team decision for any accommodations offered for RELLs with documented disabilities. For all other ELLs, the ELL committee decision documented in the student's ELL plan in student's cumulative record.

Program	Who may be excused?	How?
MSA, MSA Science, Alt-MSA, and Mod-MSA	Students who demonstrate, or who are expected to experience inordinate frustration, distress, or disruption of others, or for medical reasons may be excused prior to or during the tests. Excused students receive no score or proficiency level designation and are counted as non-participants for accountability purposes.	IEP Team decision [or principal/staff recommendation approved by the IEP Team], documented in student's confidential record and IEP.
ELPT	Students who demonstrate, or who are expected to experience inordinate frustration, distress, or disruption of others, or for medical reasons, may be excused prior to or during the tests. Excused students are assigned to the "Basic" proficiency level for Title III accountability purposes.	Principal/staff decision documented in the ELL plan in the student's cumulative record.

Program	Who may be exempted?	How?
MFTP	Students attaining senior status after the beginning of the 2003-2004 school year are exempt from the MFTP.	Documented in student's cumulative record.
MSA, MSA Science, Alt-MSA, and Mod-MSA	ELL students in their first year of enrollment in US schools may substitute results on the ELPT for the MSA Reading test, but but those students may not be exempted from MSA/ Mathematics and/or MSA Science. Students with a documented significant medical emergency may be exempted from MSA.	ELL Committee decision documented in the student's ELL plan in student's cumulative record. Medical emergency must be provided to MSDE as part of the AYP appeals process.
HSA	Students meeting criteria for participation in Mod-HSA may substitute the Mod-HSA tests for the HSA on a content-by-content decision basis.	Documentation of IEP Team decisions with required signatures. See Appendix B for the IEP Decision-Making Process Form.
ELPT	None	N/A

Accommodations listed on the Maryland Accommodations Fact Sheets SWD-1 through SWD-4 (MAM Section 5) are permitted for instruction and assessment (unless otherwise noted) for students with disabilities, general education students with temporary or long-term disabilities, or students with a 504 Plan. Accommodations listed on the Maryland Accommodations Fact Sheets ELL-1 through ELL-4 (MAM Section 8) are permitted for instruction and assessment (unless otherwise noted) for ELL students with an ELL Plan. *All accommodations must be justified, and documentation must be provided in the student's IEP, 504 Plan, ELL Plan, or cumulative record.*

Section 3: Maryland Assessment Summary

Overview

Maryland currently operates the following state testing programs:

- Maryland School Assessment in Reading and Mathematics (MSA)
- Maryland School Assessment in Science (MSA Science)
- Alternate Maryland School Assessment (Alt-MSA) in Reading, Mathematics and Science for students with significant cognitive disabilities
- High School Assessments (HSA) in Algebra/Data Analysis, Biology, English, and Government
- The Alternate High School Assessments based on End-of-Course On-level Academic Content Standards and Modified Academic Achievement Standards (Mod-HSAs) for students with disabilities who meet specific criteria and who are identified by their IEP teams as takers of the Mod-HSA. The Mod-HSAs consist of modified assessments in Algebra/Data Analysis (Mod-Algebra/Data Analysis), Biology (Mod-Biology), English (Mod-English), Government (Mod-Government) and are scheduled for implementation beginning with the May 2008 administration.
- The State-approved English Language Proficiency Test (ELPT) for assessment of English language learners.

Maryland is currently developing additional modified assessments:

- The Alternate Maryland School Assessment based on Modified Academic Achievement Standards (Mod-MSA) for students with disabilities who meet specific criteria and are identified by their IEP teams as takers of the Mod-MSA. The Mod-MSA is currently scheduled for implementation beginning in 2009.

In addition, Maryland formerly had a series of tests as high school graduation requirements known as the Maryland Functional Testing Program (MFTP). This testing program was in effect for students who had attained status as a high school senior no later than the opening of the 2003-2004 school year. This program is briefly described in this section, as a small number of students in Maryland are still under the graduation requirements of this program, through the end of the 2007-2008 school year. The MFTP will have its last administration in Summer 2008 and will be discontinued after that time.

The following pages provide brief summaries of Maryland's State testing programs and outline specific policies with regard to the accommodating, exempting, and excusing of students who participate in the programs.

MSA

Maryland School Assessment in Reading and Mathematics

The Maryland School Assessment Program in Reading and Mathematics (MSA) measures higher order thinking processes in (1) Reading (grades 3 through 8) or English/language arts (the end-of course High School Assessment [HSA] in English) and (2) Mathematics (grades 3 through 8) or (Algebra/Data Analysis the end-of-course HSA in Mathematics). The MSA is a tool for school improvement and an overall measure of students' knowledge accumulated over several years of schooling. The MSA provides student, school, school system, and state results and assesses students' performance against state standards in Reading and Mathematics. The MSA tests are typically administered in late March of each year (although in 2008, the testing window falls in April, due to religious holidays), except for the end-of-course tests in English and Algebra/Data Analysis, which are administered in October, January, April [special senior administration, beginning in 2009], May, and summer each year.

MSA Science

Maryland School Assessment in Science

The Maryland School Assessment Program in Science (MSA Science) measures higher order thinking processes in Science in grades 5 and 8. Science achievement at the high school level is measured by the end-of-course assessment in Biology (also a part of the High School Assessment Program [HSA]; see page 3-9). The MSA Science is a tool for school improvement and an overall measure of students' knowledge accumulated over several years of schooling. The MSA Science provides student, school, school system, and state results and assesses the student's performance against state Science standards. The grade 5 assessment measures content covered in grades 4 and 5, and the grade 8 assessment measures content covered in grades 6, 7, and 8. The MSA Science test is administered in April/May of each year, except for the end-of-course test in Biology, which is administered in October, January, April [special senior administration, beginning in 2009], May, and summer each year. Students in grades 5 and 8 take the assessment through either online or on a paper and pencil test form. The MSA Science tests and the end-of-course test in Biology are part of Maryland's Education Accountability Program as required by NCLB, but these tests are not included as measures of AYP, in accordance with NCLB requirements.

Mod-MSA

Modified Maryland School Assessment based on Grade-Level Academic Content Standards and Modified Academic Achievement Standards

Maryland is currently developing the Modified Maryland School Assessment based on Grade-Level Academic Content Standards and Modified Academic Achievement Standards (Mod-MSA). The Mod-MSA is an alternate assessment to the Maryland School Assessment Program (MSA) for students with disabilities who meet particular eligibility criteria and who are unable to participate in the MSA, even with accommodations. These students, through the IEP process, must meet the participation criteria as described below. The Mod-MSA will assess and report student attainment of modified indicators and objectives from the Reading and/or Mathematics Content Standards. The test will be administered concurrently with the MSA, and students will participate in the Mod-MSA in grades 3 through 8. The Mod-MSA will be implemented first with the upper grades and then with lower grades.

Mod-MSA results will be reported in three proficiency levels (Basic, Proficient, and Advanced) as part of the State Education Accountability program. Results from the Mod-MSA will be aggregated with those from the MSA for accountability purposes.

For the 2007-2008 school year, schools and IEP teams must identify (using the participation guidelines on the following page) students for whom the Mod-MSA would be the appropriate assessment. This information will be used by the Local Education Agency (LEA) in 2007-2008 to prepare AYP appeals information, and will lay the groundwork for appropriate student participation in the Mod-MSA in future years.

The criteria on the following page MUST be used for identifying students with disabilities for participation in the Mod-MSA in Reading, Mathematics, and/or Science.

Criteria for Identifying Students with Disabilities for Participation in Mod-MSA

A student who would have been eligible for the Mod-MSA would be identified based on his/her individual evaluation information and the instructional and service information on his/her IEP. The student would be identified as appropriate for instruction and assessment using modified academic achievement standards aligned with the student's grade-level academic Content Standards (refer to page 4-5). Students pursuing the Mod-MSA are not precluded from completing the requirements for the regular high school diploma. The student would have been identified as meeting **each** of the following criteria:

- The student is learning based on the State's approved grade-level Academic Content Standards for the grade for which the student is enrolled. There must be sufficient objective evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/her IEP.

AND

- The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards for the student's grade level during instruction and assessments. In addition, specific accommodations implemented in these instructional and assessment settings may include: less complex test items, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.

AND

- The student has had consecutive years of individualized intensive instruction in Reading and/or Mathematics and/or Science consistent with his/her IEP, and although progress toward grade-level standards was made, he/she is not yet making progress at grade level.

AND

- The student demonstrates that he/she cannot attain proficiency on the actual grade-level MSA, even with the provision of accommodations based on documented multiple valid and objective measures of student's progress (or lack of progress). Examples include State assessments, district-wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.

Alt-MSA

Alternate Maryland School Assessment based on Alternate Academic Achievement Standards

The Alternate Maryland School Assessment based on Alternate Academic Achievement Standards (Alt-MSA) is the assessment in which students with significant cognitive disabilities participate instead of the MSA. Such students participate in the Alt-MSA if, through the IEP process, it has been determined that they meet the specific participation criteria on the following page. The Alt-MSA assesses and reports student attainment of individually selected indicators and objectives from the Reading, Mathematics, and Science Content Standards as outlined in the Maryland Voluntary State Curriculum. A portfolio for the Alt-MSA is constructed of artifacts (such as student work samples) that document individual student mastery of the assessed Reading, Mathematics, and Science objectives. Students participate in the Alt-MSA in grades 3 through 8, and grade 10. The term “Alternate Academic Achievement Standards” has a specific meaning in the content of Maryland’s State Assessment System as approved by the U.S. Department of Education. “Alternate Academic Achievement Standards” are performance standards which are based on a very limited sample of content that is linked to grade-level Content Standards. This content, however, may not fully represent grade-level content and may include content which is substantially simplified.

Alt-MSA results are reported in three proficiency levels (Basic, Proficient, and Advanced) as part of the State accountability program. Results from the Alt-MSA for Reading and Mathematics are aggregated with those from the MSA for accountability purposes and for measurement of AYP. Results from the Science portion of the Alt-MSA are not currently part of AYP under NCLB.

The criteria on the following page MUST be used for identifying students with disabilities for participation in the Alt-MSA in Reading, Mathematics, and/or Science.

Criteria for Identifying Students with Disabilities for Participation in Alt-MSA

As noted previously, students with disabilities in grades 3-8 and 10 must participate in either MSA or Alt-MSA. The decision for which assessment is appropriate for an individual student is made by each student's IEP Team. A student with a significant cognitive disability will participate in Alt-MSA if he or she meets **each** of the following criteria:

- The student is learning (at emerging, readiness, or functional literacy levels) extended Maryland Reading and extended Maryland Mathematics Content Standards objectives.

AND

- The student requires explicit and ongoing instruction in functional skills.

AND

- The student requires extensive and substantial modification (e.g., reduced complexity of objectives and learning materials, and more time to learn) of the general education curriculum. The curriculum differs significantly from that of their non-disabled peers. They learn different objectives, may use different materials, and may participate in different learning activities.

AND

- The student requires intensive instruction and may require extensive supports, including physical prompts, to learn, apply, and transfer or generalize knowledge and skills to multiple settings.

AND

- The student requires extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments.

AND

- The student cannot participate in the MSA even with accommodations.

Alt-MSA Prompt Types

Students participating in the Alt-MSA may be provided with an appropriate level of prompt (i.e., gesture, verbal, model, physical) in order to demonstrate the mastery objective being assessed. The following prompt types are applicable to instruction of these students and to the Alt-MSA assessment:

- **Gesture Prompt:** this level of prompt requires the teacher to move his/her finger, hand, arm, or make a facial expression that communicates to the student specific information (e.g., teacher taps scanner switch button).
- **Verbal Prompt:** this level of prompt requires the teacher to give a specific verbal direction in addition to the task direction. Given a task direction, the student is unable to perform correctly until another more specific verbal prompt is provided (e.g., after the teacher gives the task direction and latency period, the teacher then says, “push the button to turn on the scanner”).

NOTE: The task direction to the student is not considered a prompt; rather, it is simply the instruction describing what the teacher is asking the student to demonstrate.

- **Model Prompt:** this level of prompt requires the teacher to demonstrate the correct response for the student, and the student imitates the teacher’s model (e.g., the teacher demonstrates how to push the switch and then asks the student to repeat).
- **Partial Physical Prompt:** this level of prompt requires the teacher to touch the student to elicit a response (e.g., teacher touches the student’s hand closest to the scanner switch button).
- **Full Physical Prompt:** this level of prompt requires the teacher to place his/her hand over the student’s hand and move it toward the response (e.g., teacher places hand over student’s hand and places it on the scanner switch button).

HSA

High School Assessments

The Maryland High School Assessments (HSA) are a series of end-of-course tests that extend the expectations of the Maryland School Assessments into high school. The program currently consists of four core examinations: Algebra/Data Analysis, Biology, English, and Government. All students taking a core learning goals course in one of these subject areas must take the relevant High School Assessment examination. Students who first entered grade 9 in the 2005-2006 school year or later must pass the HSA tests to obtain a high school diploma. See the MSDE web site <http://www.HSAexam.org> for more details on the HSA program. The end-of-course tests in Algebra/Data Analysis, Biology, and English are also part of the State's Education Accountability Program under NCLB.

BPAV

Bridge Plan for Academic Validation

The Bridge Plan for Academic Validation (BPAV) grew out of the work of Task Force on Comparable Testing Methods for the Maryland High School Assessment (HSA) and the Task Force for Review of High School Assessment (HSA) Options. The BPAV is not an assessment; rather it is an academic intervention designed to provide qualifying students with an alternate route to attaining a high school diploma. The BPAV provides a path to graduation that is meaningful, rigorous, and clearly tied to State standards. Participation in the BPAV is earned by students as they work toward their high school diploma. To participate, students must: (1) be firmly on the path to completing other graduation requirements; and (2) have been unsuccessful in other attempts to meet the HSA requirement through the current testing system and intervention options. Qualifying students may then take part in the Bridge Plan, which includes the assignment of appropriate components of the student's Academic Validation Project, an opportunity for the student to complete the requirements assigned, and a careful review of the Project based on detailed State guidelines and scoring rubrics. Students requiring accommodations in conjunction with an IEP, 504 Plan, or ELL Plan would receive any accommodations normally permitted for instruction while completing the BPAV projects. In addition, if a SWD qualifies to participate in one or more project areas under the BPAV and if the student's IEP addresses goals in those areas, those particular goals on the IEP must be considered when structuring the student's BPAV projects.

Mod-HSA

Modified High School Assessment based on End-Of-Course On-Level Academic Content Standards and Modified Academic Achievement Standards

The Mod-HSA, an alternate assessment to the High School Assessment Program (HSA) for students with disabilities who, based on their IEP process, meet the specific participation criteria outlined on the following page. The Mod-HSA will assess and report student attainment in Algebra/Data Analysis (Mod-Algebra/Data Analysis), Biology (Mod-Biology), English (Mod-English), and Government (Mod-Government). The modified tests in Algebra/Data Analysis and English are part of the State's Education Accountability program under NCLB and contribute towards measurement of AYP. The modified Biology assessment also meets the requirements of NCLB but is not a part of AYP determination.

The criteria on the following page MUST be used for identifying SWD for participation in the Mod-HSA in Algebra/Data Analysis, Biology, English and Government.

Criteria for Identifying Students with Disabilities for Participation in a Mod-HSA

A student eligible for the Mod-HSA is identified based on his or her individual evaluation information and the instructional and service information on his or her IEP. The student is identified as appropriate for instruction and assessment using modified academic achievement standards aligned with the student's academic Content Standards (the Maryland Core Learning Goals) in one or more of the following content areas: Algebra/Data Analysis, English, Biology, and/or Government. Students pursuing the Mod-HSA are not precluded from completing the requirements for the regular high school diploma. The student would have been identified as meeting **each** of the following criteria:

- The student is learning based on the State's approved academic Content Standards/Core Learning Goals in the appropriate content area being considered: Algebra/Data Analysis, Biology, English, and/or Government. There must be sufficient objective evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/her IEP.

AND

- The student requires and receives Modified Academic Achievement Standards aligned with the Maryland Academic Content Standards/Core Learning Goals in the relevant content area(s) for the student's grade level during instruction and assessment. In addition, specific accommodations implemented in these instructional and assessment settings may include: less complex test items, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.

AND

- The student has had consecutive years of individualized intensive instruction in the relevant content area(s) consistent with his/her IEP, and although progress toward grade-level standards was made, he/she is not yet making progress at grade level.

AND

- The student demonstrates that he/she cannot attain proficiency on Algebra/Data Analysis, Biology, English, and/or Government HSA tests, even with the provision of accommodations based on documented multiple valid and objective measures of student's progress (or lack of progress). Examples include the end-of-course assessments, other State assessments, district-wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.

ELPT

English Language Proficiency Test

The English Language Proficiency Test (ELPT) is an assessment administered to English language learners upon their entry into the school system and annually during a testing window in the spring. The test measures a student's English language proficiency in the areas of listening, speaking, Reading, writing, and comprehension. ELPT results are reported in five proficiency levels: Low Beginner, High Beginner, Low Intermediate, High Intermediate, and Advanced.

Assessment results are used by the local school systems to make decisions as to each student's participation in English for Speakers of Other Languages (ESOL) programs. The State uses ELPT assessment results when reporting information related to the English Language Proficiency Performance Targets/ Annual Measurable Achievement Objectives (AMAOs), the AMAO for progress in learning English, and the AMAO for attainment of English proficiency.

Some students with disabilities, such as those who participate in the Alt-MSA, may be unable to demonstrate their English language proficiency on the ELPT, even with accommodations. In such cases, the IEP team and the ELL Team must collaborate to jointly determine the student's English language proficiency test participation.

MFTP

Maryland Functional Testing Program

The Maryland Functional Testing Program (MFTP) includes tests in Reading, Writing, and Mathematics. The MFTP is a high school graduation requirement for students who had attained senior status by the opening of the 2003-2004 school year or prior. For students who did not complete the testing requirements during a prior school year, the MFTP will be administered as long as those students continue to attend public schools, or for SWD until the end of the school year during which the student turns 21. The 2007-2008 will be the final school year for administration of the MFTP.

The purpose of the MFTP is to ensure that students have acquired minimum levels of competency in basic skills or “functional” areas prior to leaving public education. Each student must pass all three tests as one condition for graduation from high school.

All accommodations are permissible unless otherwise noted on Accommodations Fact Sheets SWD-1 through SWD-4 for students with disabilities (MAM Section 5) or on Accommodations Fact Sheets ELL-1 through ELL-4 for English language learners (MAM Section 8).

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Section 4: The Five-Step Process for Accommodations for Students with Disabilities

Step 1: Setting Expectations — Expect Students with Disabilities to Achieve Grade-level Academic Content Standards

Federal and State Laws Requiring Participation by Students with Disabilities

As previously noted, several important laws require the participation of students with disabilities in standards-based instruction and assessment initiatives. These include federal laws such as the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

No Child Left Behind Act of 2001 (NCLB)

Stronger accountability for results is one of the four basic education reform principles contained in NCLB. This law complements the provisions in providing public accountability at the school, district, and state levels for all students with disabilities. NCLB explicitly calls for...

...the participation in such assessments of all students [Section 1111 (3) (C) (i)]. (The term ‘such assessments’ refers to a set of high-quality, yearly student academic assessments.) The reasonable adaptations and accommodations for students with disabilities—as defined under Section 602 (3) of the Individuals with Disabilities Education Act—necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards [Section 1111 (3) (C) (ii)].

One of the basic reform principles of NCLB is stronger accountability for results for all students. Through this federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information with regard to

- how successful schools are including all students in standards-based education;

- how well students are achieving standards; and
- what needs to be improved upon for specific groups of students.

There are several critical elements in NCLB that hold schools accountable for educational results. Academic Content Standards (what students should learn) and academic achievement standards (how well they should learn) in Reading/language arts and Mathematics (with Science added in 2007-2008) form the basis of state accountability systems. State assessments are the mechanism for checking whether schools have been successful in students attaining the knowledge and skills defined by the Content Standards. By 2005-2006, states must provide assessments in Reading/language arts and Mathematics for all students, including students with disabilities, in grades 3 through 8 and once in high school. By 2007-2008, states must provide Science assessments in at least one grade in each of three grade spans (3-5, 6-9, 10-12) each year. School, district, and state accountability is based on measuring success in educating all of its students and determining what needs to be improved for specific groups of students. The accountability system is defined in terms of adequate yearly progress (AYP), a way to measure the improvement in achieving standards for all students and designated subgroups each year. Schools, districts, and states are held accountable for improvements on an annual basis by public reporting and ultimately through consequences if AYP is not achieved.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child's unique needs. IDEA requires the participation of students with disabilities in state and district-wide assessments. Specific IDEA requirements include:

Children with disabilities are included in general state- and district-wide assessment programs, with appropriate accommodations, where necessary [Section 612 (a) (16) (A)]. The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes...a statement of any individual modifications in the administration of state- or district-wide assessments of student achievement that are needed in order for the child to participate in such assessments; and if the IEP team determines that the child will not participate in a particular state- or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [Section 614 (d) (1) (A) (V) and (VI)].

Based on current trends, the use of assessments for accountability purposes will likely increase in the future, supported by other state-level legislative initiatives related to implementation of educational reform.

Both federal and state laws require that all students with disabilities be administered assessments intended to hold schools accountable for the academic performance of students. Individualized Education Program (IEP) team members must actively engage in a planning process that addresses:

- assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments; and
- use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

Equal Access to Grade-level Content

With the focus of legislation aimed at accountability and the inclusion of all students comes the drive to ensure equal access to grade-level Content Standards. Academic Content Standards are educational targets for students to learn at each grade level. Teachers ensure that students work toward grade-level Content Standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations during instruction and assessments may also promote equal access to grade-level content. To accomplish this goal of equal access:

- every IEP team member must be familiar with Content Standards and accountability systems at the state and district level;
- every IEP team member must know where to locate standards and updates; and
- collaboration between general and special educators must occur for successful student access.

All students with disabilities can work toward grade-level academic Content Standards and most of these students will be able to achieve these standards when the following three conditions are met:

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners.
2. IEPs for students with disabilities are developed to ensure the provision of specialized instruction (e.g., specific Reading skills, strategies for “learning how to learn”).
3. Appropriate accommodations are provided to help students access grade-level content.

The focus of this manual is on the selection, administration, and evaluation of accommodations for both instruction and assessment. Since assessment and instructional accommodations must be the same for individual students, guidelines for selecting accommodations for instruction and assessment are the same. However, the manual provides complete guidelines only for administering and evaluating the effectiveness of accommodations as implemented in assessment.

Grade level Content Standards in Maryland are incorporated in the Maryland Voluntary State Curriculum, available on the Internet at <http://www.mdk12.org>.

Step 2: Learning about Accommodations for Instruction and Assessment of Students with Disabilities

What are accommodations?

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and state assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., lowering or not counting a student's test score) for the use of some accommodations during state assessments. It is very important for educators to become familiar with Maryland policies regarding accommodations during assessments.

Typically, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and as they get older, in post-secondary education and at work. Accommodations for instruction and assessment are integrally intertwined.

Description of Accommodations Categories

Accommodations are commonly categorized in four ways: presentation, response, setting, and timing/scheduling:

- **Presentation Accommodations**—Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.
- **Response Accommodations**—Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.
- **Timing and Scheduling Accommodations**—Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.
- **Setting Accommodations**—Change the location in which a test or assignment is given or the conditions of the assessment setting.

Refer to Section 5, Maryland Accommodations Fact Sheets SWD-1 through SWD-4 for specific examples of accommodations in these categories.

Modifications vs. Accommodations

Accommodations do not reduce learning expectations, they provide access. However, modifications or alterations refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career. Examples of modifications include:

- requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems);
- reducing assignments and assessments so a student only needs to complete the easiest problems or items;
- revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four); or
- giving a student hints or clues to correct responses on assignments and tests.

Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements. Providing a student with a modification during a state accountability assessment may constitute a test irregularity and may result in an investigation into the school's or district's testing practices.

Modified Academic Achievement Standards

The term "Modified Academic Achievement Standards" has a specific meaning in the context of Maryland's State assessment system as approved by the U.S. Department of Education. A Modified Academic Achievement Standard is an expectation of performance that is challenging for eligible students, but is less difficult than the regular grade-level academic achievement standard. According to federal guidelines, Modified Academic Achievement Standards must be aligned with a State's academic Content Standards for the grade in which a student is enrolled. Thus, only the academic *achievement* standards are modified, **not** the *Content* Standards on which those Modified Academic Achievement Standards are based. Although the assessment and corresponding Modified Academic Achievement Standards for a particular grade must be challenging for eligible students, they may be less difficult when compared with the general test and grade-level academic achievement standards.

As Maryland implements Modified Assessments over the next several years, it is important that teachers and administrators keep in mind that the Modified Assessments will cover the same academic Content Standards as the regular assessments for which the modified tests are an alternate assessment for eligible students. That is, students taking the modified tests will be expected to learn the same grade-level or course-specific content as their peers, although the assessments the students are required to take may be somewhat less difficult.

Step 3:

Selecting Accommodations for Instruction and Assessment for Individual Students with Disabilities

To ensure that students with disabilities are engaged in standards-based instruction and assessments, every IEP team member must be knowledgeable about the state and district academic Content Standards and assessments. Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student's disability and present level of performance in relation to local and state academic standards. In essence, the process of making decisions about accommodations is one in which members of the IEP team attempt to "level the playing field" so that students with disabilities can participate in the general education curriculum. IEP team meetings that simply engage people in checking boxes on a state or local "compliance" document are neither conducive to sound decision-making practices, nor do they advance equal opportunities for students to participate in the general education curriculum.

Documenting Accommodations on a Student's IEP

For students with disabilities served under IDEA, determining appropriate instructional and assessment accommodations should not pose any particular problems for IEP teams that follow good IEP practices. With information obtained from the required summary of the student's "present levels of academic achievement and functional performance," the process of identifying and documenting accommodations should be a fairly straightforward event. The term "present levels of achievement and functional performance" refers to a federal requirement in which IEP team members must state "how the child's disability affects the child's involvement and progress in the general education curriculum—the same curriculum as non-disabled children" [Sec. 614 (d) (1) (A) (i) (I)].

Depending on the design and overall format of a typical IEP, there are potentially three areas in which accommodations can be addressed:

1. "Consideration of Special Factors" [Sec. 614 (d) (3) (B)]. This is where communication and assistive technology supports are considered.
2. "Supplementary Aids and Services" [Sec. 602 (33) and Sec. 614 (d) (1) (A) (i)]. This area of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate.
3. "Participation in Assessments" [Sec. 612 (a) (16)]. This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state-wide and district-wide assessments.

Documenting Accommodations on a Student's 504 Plan

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA. Section 504 states:

No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. [29 U.S.C. Sec. 794]

Examples of students who may receive assessment accommodations based on their 504 accommodations plan include students with

- communicable diseases (e.g., hepatitis);
- temporary disabilities from accidents who may need short term hospitalization or homebound recovery;
- allergies or asthma;
- drug or alcoholic addictions, as long as they are not currently using illegal drugs;
- environmental illnesses; or
- attention difficulties.

Involving Students in Selecting, Using, and Evaluating Accommodations

It is critical for students with disabilities to understand their disabilities and learn self-advocacy strategies for success in school and throughout life. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of “authority figures,” may be a new role for students, one for which they need guidance and feedback. Teachers and other IEP team members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

The more that students are involved in the selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Self-advocacy skills become critical here. Students need opportunities to learn which accommodations are most helpful for them, and then they need to learn how to make certain those accommodations are provided in all of their classes and wherever they need them outside of school.

Determining the Consequences of Assessment Accommodations Use

When selecting accommodations for state assessments with a student, it is important to consider Maryland policies and procedures to determine whether use of an accommodation results in consequences on a State or district test (e.g., consequences of a verbatim Reading accommodations on a Reading test), and to communicate any ramifications of State policy to parents.

Questions to Guide Accommodation Selection

Selecting accommodations for instruction and assessment is the role of a student's IEP team or 504 plan committee. Use the questions provided below to guide the selection of appropriate accommodations for students receiving special education services or a 504 plan for the first time and for students who are currently using accommodations.

- What are the student's learning strengths and areas of further improvement?
- How do the student's learning needs affect the achievement of grade-level Content Standards?
- What specialized instruction (e.g., learning strategies, organizational skills, Reading skills) does the student need to achieve grade-level Content Standards?
- What accommodations will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's disability? These may be new accommodations or accommodations the student is currently using.
- What accommodations are regularly used by the student during instruction and assessments?
- What are the results for assignments and assessments when accommodations were used and were not used?
- What is the student's perception of how well an accommodation "worked?"
- Are there effective combinations of accommodations?
- What difficulties did the student experience when using accommodations?
- What are the perceptions of parents, teachers, and specialists about how the accommodation worked?
- Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?

Of the accommodations that match the student's needs, consider:

- whether the accommodation is respectful of a student's age and grade (e.g., older students may prefer to receive a verbatim Reading accommodation via technology as opposed to a human reader);
- the student's willingness to learn to use the accommodation;
- providing explicit instruction in how to use the accommodation in classroom and testing settings; and
- conditions for use of the accommodation on State assessments.

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Finally, plan for the ongoing evaluation and improvement of the student's use of accommodations.

Refer to Accommodations Fact Sheets SWD-5 and SWD-6 (Section 5) and Tools SWD-1 and SWD-2 (Section 6) for additional information in completing this step.

Step 4: Administering Accommodations During Instruction and Assessment of Students with Disabilities

Accommodations During Instruction

The student must be provided the selected accommodations during instructional periods that necessitate their use. An accommodation may not be used only on assessments.

Accommodations During Assessment

Planning for Test Day

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state and district assessments must be mapped out. It is not uncommon for members of the IEP team, most often special education teachers, to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. Thus, it is essential for all IEP team members to know and understand the requirements and consequences of district and state assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on test day. It is essential that Special Educators, who are most familiar with the accommodations being provided, give assistance to General Educators in how to properly provide particular accommodations. [Refer to *Tools SWD-3, SWD-4, and SWD-5 (Section 6)*].

Prior to the day of a test, be certain test administrators and proctors know what accommodations each student will be using and how to administer them properly. For example, test administrators and proctors need to know whether a student will be allowed extra time to complete the test and when the testing time is ended, what plan exists for the student to continue working. Staff administering accommodations, such as Reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid. State policy requires that an archive of testing accommodations be maintained at the school for each test administered.

Administering Assessments and Accommodations

State laws, regulations and policies specify practices to assure test security and the standardized and ethical administration of assessments. In Maryland, testing regulations and policies are contained within the Code of Maryland Regulations (COMAR) as well as this manual, and the Test Administration and Coordination and Examiner's manuals are other materials which are provided by the State

for each testing program. Test examiners, proctors, and all staff involved in test administration in any way are required to adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that test administrators and others involved in assessments must:

- take appropriate security precautions before, during, and after the administration of the assessment;
- understand the procedures needed to administer the assessment prior to administration;
- administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur;
- avoid any conditions in the conduct of the assessment that might invalidate the results;
- provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment. [National Council on Measurement in Education. (1995) Code of Professional Responsibilities in Educational Measurement. Washington, DC: Author.]

Failure to adhere to these practices may constitute a test irregularity or a breach of test security and must be reported and investigated according to State and local testing policies. All Maryland educators must be familiar with COMAR and receive training regarding test administration, accommodations, and security procedures. Staff should check with their LAC for more detailed information regarding test security policies.

Ethical Testing Practices

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

Standardization

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure test results reflect actual student learning.

Test Security

As mentioned in Step 3, test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity and validity of a test. Test security can become a particular concern when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators must (1) provide proper training in both specific test administration procedures for each testing program as well as training in specific test security procedures for each test, (2) keep testing materials in a secure place to prevent unauthorized access, (3) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (4) return and account for all materials as instructed. *Refer to Fact Sheet SWD-7 (Section 5) for detailed rules for the administration of specific accommodations.*

As noted previously, **all staff** involved **in any way** with State testing are required to become familiar with and comply with the State regulation governing Test Administration and Data Reporting Policies and Procedures (Code of Maryland Regulations [COMAR] 13A.03.04). In addition, all staff are required to comply with procedures for each testing program as outlined in the Test Administration and Coordination Manual (TACM) and Examiner's Manual and any other ancillary materials produced by the State for each assessment. In addition, local district assessments require compliance with general State procedures as well as any district-specific procedures. Check with your LAC for more information.

The following code of ethics conforms to the Standards for Educational and Psychological Testing developed by the American Education Research Association, the American Psychological Association, and the National Council on Measurement in Education:

IT IS A BREACH OF PROFESSIONAL ETHICS FOR SCHOOL PERSONNEL TO PROVIDE VERBAL OR NONVERBAL CLUES OR ANSWERS, TEACH ITEMS ON THE TEST, SHARE WRITING PROMPTS, COACH, HINT, OR IN ANY WAY INFLUENCE A STUDENT'S PERFORMANCE DURING THE TESTING SITUATION. A BREACH OF ETHICS MAY RESULT IN INVALIDATION OF TEST RESULTS AND LOCAL EDUCATION AGENCY (LEA) OR MSDE DISCIPLINARY ACTION.

VIOLATION OF TEST SECURITY CAN RESULT IN PROSECUTION AND/OR PENALTIES AS IMPOSED BY THE MARYLAND STATE BOARD OF EDUCATION AND/OR THE STATE SUPERINTENDENT OF SCHOOLS IN ACCORDANCE WITH COMAR 13A.03.04 AND 13A.12.05.

Step 5: Evaluating and Improving Accommodations Use in Instruction and Assessment of Students with Disabilities

Accommodations must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment — accommodations cannot be used for assessment only. MSDE will conduct periodic audits of accommodations to ensure that accommodations are being properly selected, documented, and administered. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure the meaningful participation of students with disabilities in state-wide and district-wide assessments. Data on the use and impact of accommodations during assessments may reveal questionable patterns of accommodations use, as well as support the continued use of some accommodations or the rethinking of others. Examination of the data may also indicate areas in which the IEP team, 504 plan committee, and test administrators need additional training and support.

In addition to collecting information about the use of accommodations within the classroom, information also needs to be gathered on the implementation of accommodations during assessment. Observations conducted during test administration, interviews with test administrators, and talking with students after testing sessions will likely yield data that can be used to guide the formative evaluation process at the school or district level and at the student level. Information on the use of accommodations can be feasible to collect when it is coded on the test form with other student information. Accommodation information can be analyzed in different ways. Here are some questions to guide data analysis at the school and district level and the student level.

Questions to Guide Evaluation of Accommodation Use at the School and District Level

1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?
3. Are students receiving accommodations as documented in their IEP and 504 plans?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
5. How many students with IEPs or 504 plans are receiving accommodations?

6. What types of accommodations are provided and are some used more than others?
7. How well do students who receive accommodations perform on state and local assessments? If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, or using the accommodations that were not effective?

Questions to Guide Evaluation at the Student Level

1. What accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations are used versus when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, or using accommodations that were ineffective?
3. What is the student's perception of how well the accommodation worked?
4. What combinations of accommodations seem to be effective?
5. What are the difficulties encountered in the use of accommodations?
6. What are the perceptions of teachers and others about how the accommodation appears to be working?

Refer to Tool SWD-6 (Section 6) for further information.

These questions can be used to formatively evaluate the accommodations used at the student level, as well as the school or district levels. School- and district-level questions can be addressed by a committee responsible for continuous improvement efforts, while the student-level questions need to be considered by the IEP team. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire IEP team should contribute to the information gathering and decision-making processes.

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Section 5: Accommodations Fact Sheets For Students with Disabilities

Fact Sheet SWD-1

Presentation Accommodations

What are Presentation Accommodations?

Presentation accommodations allow students to access instruction and assessments in ways that do not require them to visually read standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations.

Who Can Benefit from Presentation Accommodations?

Students who benefit most from presentation accommodations are those with print disabilities, defined as difficulty or inability to visually read standard print because of a physical, sensory, or cognitive disability.

Accommodations Conditions

Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

- (1) Instruction: Use in Instruction (I)—the accommodation is applicable to instructional situations;
- (2) Assessment: Standard Administration (A)—the accommodation described is permitted for assessment and results in a standard administration of the assessment; or
- (3) Not Applicable (N/A)—the accommodation is not applicable to a testing situation.

Asterisks (*) are used to indicate restrictions or conditions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis.

Presentation Accommodations

Visual Presentation Accommodations	Conditions for Use In Instruction and Assessment
<p>1-A: Large Print</p> <p>Large Print editions of tests and instructional materials are required for some students with visual impairments. It is recommended that regular print materials be manipulated to reformat test items and enlarge or change the font as needed. All text and graphic materials, including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes, must be presented in at least 18-point type for students who need large print. (Copyright issues may need to be addressed). Students need to work on finding an optimal print size, and figuring out the smallest print that can still be read. It is important for the print to be clear, with high contrast between the color of the print and the color of the background. When using large print classroom material, consider the weight, size, and awkwardness of books. Large Print books are now available that look very similar to the same books in standard print.</p> <p>NOTE: For online assessments, students needing Large Print have several options: (1) they may take the Large Print paper and pencil test (2) they may take the online test on a computer with a larger monitor in order to increase the screen text size, or (3) they may use a magnification device which is compatible with the computer screen to allow them to increase the screen text size.</p>	<p>I, A</p>
<p>1-B: Magnification Devices</p> <p>Some students with visual impairments read regular print materials and enlarge the print by using magnification devices. These include eyeglass-mounted magnifiers, free standing or handheld magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students also use Closed Circuit Television (CCTV) to enlarge print and display printed material with various image enhancements on a screen.</p>	<p>I, A</p>
<p>1-C: Interpretation/Transliteration for the Deaf or Hard of Hearing*</p> <p>Interpreters/transliterators may be required for students who are deaf or hard of hearing. Sometimes an interpreter/transliterator is only needed or allowed to translate instructions and to assist in communication. Some students may need all print materials translated while learning to read print. Interpreters/transliterators need to be able to translate in the same method typically used by the student (e.g., American Sign Language, signed English, Cued Speech, oral transliteration). Interpreters/transliterators must not paraphrase, clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items. Graphic materials may be described, but should also be available in print or tactile formats. A standard video presentation of a test using American Sign Language, signed English, Cued Speech, or oral transliteration may be used to increase quality, consistency, pacing, and accuracy. This accommodation may also be implemented using technology which transcribes speech to text, such as TypeWell, C-Print, or Communication Access Realtime Translation (CART), which provides real-time translation of speech to text for students who are deaf or hard of hearing.</p>	<p>I, A</p>

* Accommodation 1-C was previously labeled with the term "Sign Language," which is now obsolete.

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Tactile Presentation Accommodations	Conditions for Use In Instruction and Assessment
<p>1-D: Braille</p> <p>Braille is a method of Reading a raised-dot code with the fingertips. Not all students who are blind read Braille fluently or choose Braille as their primary mode of Reading. Even if they use it as their primary mode of Reading, Braille users should also build skill in using audiotape, compact disc, and speech synthesis. Decisions also need to be made about whether a student will use contracted or uncontracted Braille. Check to see if practice tests are available in Braille. Although still uncommon, “refreshable Braille displays” are electronic devices that are used to read and write text. The device is connected to a computer and produces Braille output on the Braille display. The Nemeth Braille Code is a system of Braille that makes it possible to convey technical expressions in a written medium to students who are blind or visually impaired. The Nemeth Code contains numerous technical symbols that occur in Mathematics and Science.</p>	I, A
<p>1-E: Tactile Graphics</p> <p>Tactile graphic images provide graphic information through fingers instead of eyes. Graphic materials (e.g., maps, charts, graphs, diagrams, illustrations) are presented in a raised format (paper or thermoform). Tactile sensitivity (recognizing graphic images through touch) is less discriminating than visual Reading, making many diagrams too complicated to understand without significant additional information. Additional information can be created through word descriptions.</p> <p>NOTE: For purposes of State assessments, any tactile graphics needed are included with the Braille version of the test.</p>	I, A

Presentation Accommodations

Section 5

Auditory Presentation Accommodations	Conditions for Use In Instruction and Assessment
<p>1-F: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Entire Test</p> <p>Human Reader: A qualified person may be provided to read orally to students who are unable to decode text visually. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school Mathematics and Science. Graphic materials may be described, but should also be made available in print or tactile formats. Best practices typically call for readers to be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This is difficult when a person is Reading to an entire group of students. However, verbatim Reading to a group of students is permitted in testing if the accommodation is provided to the student on that basis during regular ongoing instruction.</p> <p>Audio tape or Compact Disk Recording: Written tests and instructional materials are prerecorded on an audio cassette or compact disk that a student accesses by listening. Classroom directions, assignments, and lectures could also be recorded. When taping lectures, students should sit near the front of the classroom, use a small microphone, and tape only parts of the class that can clearly be replayed (e.g., turn the tape recorder off during small group discussions). Advantages include ease of operation and low costs. The greatest difficulty with an audio cassette is rewinding if a student wants to repeat material. This is not as difficult with a CD that can be programmed. Audio versions of tests and other written materials need to be supplemented with a print or Braille version of the text so that a student can have access to complicated graphic material. When using a two-sided cassette tape, students may need to be reminded to play the other side. Spot check audio formats before use to make sure everything is working properly. Copyright issues may need to be addressed. Audiotapes and CDs must be signed out, collected, and kept in a secure location.</p> <p>NOTE: For tests administered online, the verbatim Reading accommodation 1-F may be implemented by having the accommodator read either from the paper-and-pencil test edition, or from the computerized online test edition. Another alternative is to have the test administrator set up an “audio test,” in which embedded “WAV files” of a recorded human reader are embedded in the computer-delivered test.</p>	<p>I, A*</p>

* Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of

- (1) the Maryland School Assessment (MSA) in Reading, grade 3 ONLY which assesses a student’s ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary Reading material) but will not receive a sub-score for standard 1, general Reading processes; and
- (2) the Maryland Functional Reading Test.

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Auditory Presentation Accommodations (continued)	Conditions for Use In Instruction and Assessment
<p>1-G: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Selected Sections of Test</p> <p>Accommodation 1-G is the same as 1-F with the exception that the student identifies for the accommodator which particular words or sections of the test that the student wishes to have read to him or her.</p>	A*
<p>1-H: Audio Amplification Devices</p> <p>Some students may require amplification equipment in addition to hearing aids to increase clarity. A teacher may use an amplification system when working with students in classroom situations that contain a great deal of ambient noise.</p>	I, A
<p>1-J: Books on Tape</p> <p>Books on Tape is a service provided by Recordings for the Blind and Dyslexic that students and schools can apply for. Students call a toll-free number to borrow textbooks for a specified period of time. A special tape player may also be needed.</p>	I, N/A
<p>1-K: Recorded Books</p> <p>Recorded Books are produced on tape or CD and can be borrowed from libraries or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. Some of the tapes contain the full book and some are abridged (e.g., Reader's Digest version). These tapes play on standard cassette or CD players. Tapes or CDs for children often include a book for following along. Students who can see print may want to get a print copy of a taped book to follow along.</p>	I, N/A
Multi-Sensory Presentation Accommodations	
<p>1-L: Video Tape and Descriptive Video</p> <p>Many books have been made into movies, giving students a visual and auditory way to access literature. Videotapes are now often closed-captioned. Captions are visible when activated by a decoder. Built in decoders are required on all 13-inch or larger television sets. Descriptive video is a descriptive narration of key visual elements, making television programs, feature films, home videos, and other visual media accessible to people who are visually impaired. Key visual elements include actions, gestures, facial expressions, and scene changes. Inserted within the natural pauses in dialogue, audio descriptions of important visual details help to engage viewers with the story. [NOTE: No Maryland assessments currently incorporate video-taped stimulus materials. However, if video tape is used, students must have access to closed captioning on video materials, as appropriate.]</p>	I, N/A

* Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of

- (1) the Maryland School Assessment (MSA) in Reading, grade 3 ONLY which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary Reading material) but will not receive a sub-score for standard 1, general Reading processes; and
- (2) the Maryland Functional Reading Test.

Presentation Accommodations

Section 5

Multi-Sensory Presentation Accommodations (continued)	Conditions for Use In Instruction and Assessment
<p>1-M: Screen Reader for Verbatim Reading of Entire Test</p> <p>A screen reader is a computer application that converts text to synthesized speech or to Braille (read with an auxiliary Braille display). Computer literacy is essential for screen reader use. Screen Reading software allows students to listen to text as it is displayed on a computer screen. Students can choose to listen to any text multiple times. Some products work by having a student lay a page on a scanner. When a student activates the machine, it reads the text aloud using an optical character recognition (OCR) system. Mathematics formulas are sometimes displayed on screen as graphics that cannot be read by a screen reader.</p> <p>NOTE: For tests administered online, the verbatim Reading accommodation 1-M (Screen Reader, as opposed to 1-G, Human Reader) must be implemented by providing the student with the Kurzweil™ 3000 test edition. The computerized online test edition does not currently have screen reader capability. Please note that the online audio tests are classified as 1-G, Human Reader, as they do not currently have screen reader functionality and are simply an electronic recording of a standardized Reading by a human reader.</p>	<p>I, A*</p>
<p>1-N: Screen Reader for Verbatim Reading of Selected Sections of Test</p> <p>Accommodation 1-N is the same as 1-M with the exception that the student uses the screen reader only for the particular words or sections of the test that the student wishes to have read to him or her.</p>	<p>I, A*</p>
<p>1-O: Visual Cues</p> <p>Students who are deaf or hard-of-hearing need visual cues in the classroom. Teachers should keep their faces visible to the class when speaking, pass out printed material before class, repeat questions asked by other students, and summarize classroom discussion.</p>	<p>I, A</p>
<p>1-P: Notes, Outlines, and Assessments</p> <p>Written notes may be taken by another student and copied. A teacher could provide a print copy of instructions and assignments. Students could also be given a detailed outline of the material to be covered during the class period and an outline of material to be covered (syllabus) at the beginning of each grading period.</p>	<p>I, N/A</p>

* Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of:

- (1) the Maryland School Assessment (MSA) in Reading, grade 3 ONLY, which assesses a student’s ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary Reading material) but will not receive a score for standard 1, general Reading processes; and
- (2) the Maryland Functional Reading Test.

Any screen reader may be used for instruction, but the only screen reader currently supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 screen reader for testing, students must have used a screen reader in instruction and have had an opportunity to become familiar with the operation of the Kurzweil™ 3000 interface. Although a human reader is always permissible to deliver a verbatim Reading accommodation, the State encourages the use of screen readers on state testing to promote standardization of the verbatim Reading accommodation.

Presentation Accommodations

Multi-Sensory Presentation Accommodations <i>(continued)</i>	Conditions for Use In Instruction and Assessment
<p>1-Q: Talking Materials</p> <p>Many classroom materials are now available with auditory components. These talking materials include calculators, “talking” clocks, thermometers, timers, and volt-meters. When selecting this accommodation, care should be taken to ensure that other appropriate accommodations such as setting (to minimize distraction to other students) or timing are also selected.</p>	<p>I, A</p>
Other Presentation Accommodations	
<p>1-R: Other</p> <p>Other accommodations not specifically mentioned above may be proposed by the Local Accountability Coordinator, Section 504 staff, or Special Education staff. Other accommodations must be approved by MSDE’s Division of Accountability and Assessment and MSDE’s Division of Special Education/Early Intervention Services or other appropriate State staff.</p> <p>NOTE: Accommodations related to English Language Proficiency are not permitted for use on the ELPT.</p>	<p>Determined on a case-by-case basis in consultation with MSDE</p>

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Response Accommodations

What are Response Accommodations?

Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer.

Who can Benefit from Response Accommodations?

Response accommodations can benefit students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization).

Accommodations Conditions

Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

- (1) Instruction: Use in Instruction (I)—the accommodation is applicable to instructional situations;
- (2) Assessment: Standard Administration (A)—the accommodation described is permitted for assessment and results in a standard administration of the assessment; or
- (3) Not Applicable (N/A)—the accommodation is not applicable to a testing situation.

Asterisks (*) are used to indicate restrictions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis.

Response Accommodations

Section 5

Response Accommodations	Conditions for Use In Instruction and Assessment
<p>2-A: Scribe A scribe is someone who writes down what a student dictates by an assistive communication device, pointing, communication by the student via interpretation/transliteration (examples include American Sign Language, signed English, and Cued Speech), or speech. Much skill is involved in being a scribe, a skill that requires extensive practice. A scribe may not edit or alter student work in any way, and must record word-for-word exactly what the student has dictated. Scribes must allow the student to review and edit what the scribe has written. A person who serves as a scribe needs to be carefully prepared to assure that they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write what is dictated, no more and no less.</p> <p>For online tests, the scribe accommodation may be implemented in one of two ways, depending on which way best meets the needs of the particular student: (1) the scribe may write in the paper-and-pencil test edition Test/Answer Book, or (2) the scribe may enter student responses directly onto the computer using the online test edition.</p>	<p>I, A</p>
<p>2-B: Speech-to-Text Speech-to-text conversion or voice recognition allows a student to use their voice as an input device. Voice recognition may be used to dictate text into the computer or to give commands to the computer (such as opening application programs, pulling down menus, or saving work). Older voice recognition applications require each word to be separated by a distinct space. This allows the machine to determine where one word begins and the next stops. This style of dictation is called discrete speech. Continuous speech voice recognition allows students to dictate text fluently into the computer. These new applications can recognize speech at up to 160 words per minute. While these systems do give students system control they are not yet hands free.</p>	<p>I, A</p>
<p>2-C: Large-Print Response Book A student with a visual impairment records responses to questions or test items in a large-print response book.</p> <p>NOTE: For state tests, student responses on the large-print form must be transcribed verbatim by a certified test examiner onto a regular-sized answer document for scoring.</p> <p>For online tests, students requiring a large-print response book may use the traditional paper-and-pencil large print test edition. If a large-size computer monitor is available in the school, the student may take the computerized online test edition, as long as the monitor size provides the student with print large enough to access and respond to the test.</p>	<p>I, A</p>

Response Accommodations

Response Accommodations (continued)	Conditions for Use In Instruction and Assessment
<p>2-D: Braille</p> <p>A Braille is a Braille keyboard used for typing Braille that can then be printed in standard print or Braille (embosser). The Braille is similar to a typewriter or computer keyboard. Paper is inserted into the Braille, and multiple keys are pressed at once, creating Braille dots with each press. Through an alternative computer port, newer Brailles can simultaneously act as a speech synthesizer that reads the text displayed on the screen when paired with a screen Reading program. For assessment, a certified test examiner must transcribe the Brailled responses into a regular Answer Book.</p>	I, A
<p>2-E: Electronic Note-Takers and Word Processors</p> <p>Students may use an electronic device to create written responses or for note-taking. Portable note-taking devices are small, lightweight devices equipped with a Braille or typewriter-style keyboard for input and synthetic voice. Some note-takers also contain a Braille display (between 18 and 40 characters) for output. Note-takers are excellent tools for recording notes in school, at home, or at work. They often have additional features such as a calculator and a calendar function. Newer models have a built-in modem, which allows the user to access e-mail as well as surf the Web. When connected to a PC, files can be exchanged, or information can be sent from the note-taker to a Braille embosser or to an ink printer. When linked to a computer using a screen reader, note-takers equipped with a Braille display can act as a Braille output device.</p>	I, A
<p>2-F: Tape Recorder</p> <p>A student uses a tape recorder to record class work or test responses rather than writing on paper. For assessment, a certified test examiner must transcribe the taped responses into a regular Answer Book.</p>	I, A
<p>2-G: Respond on Test Booklet</p> <p>This accommodation allows a student to write directly in a test booklet rather than on an answer sheet (e.g., scannable “bubble” sheet). For assessment, a certified test examiner must transcribe the student’s responses into a regular Answer Book. Beginning in the 2007-2008 school year, all State tests administered in paper-and-pencil will consist of test books in which students record their answers directly, so accommodation 2-G will not be needed on most State tests.</p>	I, A
<p>2-H: Monitor Test Response</p> <p>Monitor placement of student responses on the answer sheet. Students who are able to use bubbled answer sheets may benefit from having an adult simply monitor the placement of their responses, to ensure that they are actually responding to the intended question.</p>	I, A

Response Accommodations

Section 5

Materials or Devices Used to Solve or Organize Responses	Conditions for Use In Instruction and Assessment
<p>2-J: Calculation Devices</p> <p>If a student’s disability affects Mathematics calculation but not reasoning, a calculator or other assistive device (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used. It is important to determine whether the use of a calculation device is a matter of convenience or a necessary accommodation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. On the other hand, if students are learning problem solving skills that include subtraction (e.g., bargain shopping for items with a better value), the use of a calculation device may be a valid accommodation. Calculators may be adapted with large keys or voice output (talking calculators). In some cases, an abacus may be useful for students when Mathematics problems are to be calculated without a calculator. The abacus functions as paper and pencil for students with visual impairments.</p>	<p>I, A</p>
<p>2-K: Spelling and Grammar Devices</p> <p>The use of a dictionary may be allowed on assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spellcheckers. Students enter an approximate spelling and then see or hear the correct spelling or correct use of a word. Students who use a word processor may be allowed to use a spell check or other electronic spelling device. Some states require spell-check and grammar-checking devices to be turned off for writing tests.</p> <p>NOTE: Spelling and grammar devices are not permitted to be used on the English High School Assessment.</p>	<p>I, A</p>
<p>2-L: Visual Organizers</p> <p>Visual organizers include graph paper, highlighters, place markers, scratch paper, and templates. Students may not be allowed to write in books that are owned by the school. Photocopying parts of written text allows a student to use a highlighter and write in the margins.</p> <p>NOTE: Photocopying of secure test materials requires approval and must be done under the supervision of the LAC. Photocopied materials must be securely destroyed under the supervision of the LAC. Use of highlighters may be limited on certain machine-scored test forms, as highlighting may obscure test responses. Check with the Test Administration and Coordination Manual (TACM) for each test or consult with the LAC before allowing the use of highlighters on any state assessment.</p>	<p>I, A</p>
<p>2-M: Graphic Organizers</p> <p>Graphic organizers help students arrange information into patterns in order to organize their work and stay focused on the content. Graphic organizers are especially helpful for writing reports and essays. Semantic mapping software is now available to enable students to understand a narrative story or writing elements through graphics.</p>	<p>I, A</p>

Fact Sheet SWD-2 (continued)

Response Accommodations

Materials or Devices Used to Solve or Organize Responses <i>(continued)</i>	Conditions for Use In Instruction and Assessment
2-N: Bilingual Dictionaries Students identified as English language learners who have an ELL Plan may use published or electronic bilingual dictionaries. Allowable dictionaries and devices do not contain definitions of English words in the student's native language.	I, A
Other Response Accommodations	
2-Q: Other Other-proposed by Local Accountability Coordinator; Section 504 staff, or Special Education staff; and approved by MSDE Assessment Office and MSDE Special Education staff.	Determined on a case-by-case basis in consultation with MSDE

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Timing and Scheduling Accommodations

What are Timing and Scheduling Accommodations?

Timing and scheduling accommodations change the allowable length of time to complete assignments, tests, and activities, and may also change the way the time is organized. Timing accommodations give students the time and the breaks they need to complete activities, assignments, and tests. Other changes may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or test takes place.

Who can Benefit from Timing and Scheduling Accommodations?

Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, scribe).

Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks. It may also help to schedule classes and tests that require the greatest concentration in the morning for students who have difficulty concentrating and staying on task as the day progresses. Scheduling changes might also be helpful for students on medications that affect their ability to stay alert, or who have more productive times of the day.

Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For example, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling tests and activities around the eating schedule, or by allowing food to be taken to the classroom or testing site. Students who fatigue easily may need to take some academic classes and tests before rather than after a physical education class or recess, or may need to reduce physical activity.

Fact Sheet SWD-3 (continued)

Accommodations Conditions

Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

- (1) Instruction: Use in Instruction (I)—the accommodation is applicable to instructional situations;
- (2) Assessment: Standard Administration (A)—the accommodation described is permitted for assessment and results in a standard administration of the assessment; or
- (3) Not Applicable (N/A)—the accommodation is not applicable to a testing situation.

Asterisks (*) are used to indicate restrictions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis.

Timing and Scheduling Accommodations

Timing and Scheduling Accommodations	Conditions for Use In Instruction and Assessment
<p>3-A: Extended Time</p> <p>Extended time may require a student’s IEP team to determine a fairly specific amount of extra time to complete assignments, projects, and tests. For example, a particular student may customarily receive time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60 minute limit. Decisions regarding Extended Time must be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of assignments, tests, and activities. Usually “unlimited” time is not appropriate or feasible. Sometimes students who request extended time end up not needing it because of the reduction in anxiety just knowing that plenty of time is available. Students who have too much time may lose interest and motivation to do their best work.</p> <p>Teachers and test examiners must make certain that the extended time accommodation is selected when other accommodations (such as human reader, text reader, or dictated response scribe) which may increase the time needed for the student to respond are chosen.</p>	<p>I, A</p>
<p>3-B: Multiple or Frequent Breaks</p> <p>Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities. Sometimes a student is allowed to take breaks when individually needed. Sometimes test booklets are divided into shorter sections so that students can take a break between sections of a test (sometimes referred to as “short segment test booklets”). If the length of a break is predetermined, a timer might be used to signal the end of the break. Breaks during testing must be supervised, in order to maintain test security.</p>	<p>I, A</p>
<p>3-C: Change Schedule or Order of Activities – Extend Over Multiple Days</p> <p>If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. Students are allowed to complete activities and take tests over multiple days – completing a portion each day. This is usually done to reduce fatigue. When implementing this accommodation for testing, test examiners, STCs, and LACs must take appropriate precautions to ensure that security of test items is not compromised, and that students are not permitted to return to a test section which was completed on a previous day. State tests are usually comprised of several blocks of items called “sessions”. If a test extends over multiple days, the student is not allowed to extend a single session over multiple days. The test, therefore, must be distributed such that any given session is completed within one day.</p> <p>Accommodation 3-C is <u>not</u> permitted for the High School Assessments unless justified in writing by the school and specifically approved by both the Local School System and MSDE. See Tool SWD-7 in Section 6 of MAM for more information.</p>	<p>I, A</p>

Timing and Scheduling Accommodations

Timing and Scheduling Accommodations (continued)	Conditions for Use In Instruction and Assessment
<p>3-D: Change Schedule or Order of Activities – Within One Day</p> <p>If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. When implementing this accommodation for testing, test examiners, STCs, and LACs must take appropriate precautions to ensure that security of test items is not compromised, and that students are not permitted to return to a test section which was completed during a previous portion of the testing day.</p> <p>NOTE: Students who require accommodation 3-D on the MSA Science assessment must take the paper-and-pencil test edition, as this accommodation is not feasible using the computerized online test edition.</p>	<p>I, A</p>
Other Timing and Scheduling Accommodations	
<p>3-E: Other</p> <p>Other—proposed by Local Accountability Coordinator; Section 504 staff, or Special Education staff; and approved by MSDE Assessment Office and MSDE Special Education staff.</p>	<p>Determined on a case-by-case basis in consultation with MSDE</p>

Setting Accommodations

What are Setting Accommodations?

Setting accommodations change the location in which a student receives instruction or participates in an assessment, or the conditions of an instructional or assessment setting. Students may be allowed to sit in a different location than the majority of students in order to reduce distractions to themselves or others, or to increase physical access or access to special equipment. Some students may need changes in the conditions of an instructional setting. Every instructional and assessment setting should have good lighting and ventilation, with a comfortable room temperature, and should be as free as possible from noise, traffic, and other interruptions. Chairs should be comfortable and tables at an appropriate height with sufficient room for materials. Staff should check that all needed materials and equipment are available and in good condition.

Who can Benefit from Setting Accommodations?

Changes in instructional and assessment locations can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations (e.g. reader, scribe, frequent breaks) that might distract other students. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.

Accommodations Conditions

Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

- (1) Instruction: Use in Instruction (I)—the accommodation is applicable to instructional situations;
- (2) Assessment: Standard Administration (A)—the accommodation described is permitted for assessment and results in a standard administration of the assessment; or
- (3) Not Applicable (N/A)—the accommodation is not applicable to a testing situation.

Asterisks (*) are used to indicate restrictions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis.

Setting Accommodations

Setting Accommodations	Conditions for Use In Instruction and Assessment
<p>4-A: Reduce Distractions to the Student</p> <p>A setting accommodation to reduce distractions would allow a student to do individual work or take tests in a different location, usually in a place with few or no other students. Changes may also be made to a student’s location within a room. For example, a student who is easily distracted may not want to sit near windows, doors, or pencil sharpeners. Sitting near the teacher’s desk or in the front of a classroom may be helpful for some students. Sitting close to the speaker and away from background noises may be helpful. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful for students who are easily distracted. Students with low vision may prefer to sit in the part of a room that has the best light. Some students concentrate best while wearing noise buffers such as earphones, earplugs, or headphones.</p>	I, A
<p>4-B: Reduce Distractions to Other Students</p> <p>A setting accommodation should be considered for students receiving human reader, scribe, or other accommodations that may distract other students in the classroom or testing situation.</p>	I, A
<p>4-C: Change Location to Increase Physical Access or to Use Special Equipment – Within School Building</p> <p>Occasionally a setting might be changed to increase physical access for a student. For example, a student who uses a wheelchair with a specially designed tabletop and assistive technology may not have adequate space in an auditorium with theater seating. Some students may need equipment that requires specific locations for learning and assessment. For example, a student who uses a computer for word processing might need to complete assignments and take tests in a computer lab. A student who uses large print materials may need to sit at a table rather than at a desk with a small surface area. Another student might benefit from a standing work station. Keep aisles clear, and do not leave doors or cupboards half-open to increase access for students with visual or physical disabilities. Provide space for a guide dog, and explain to other students that the dog is working and should be ignored. Make sure the school is accessible for students with mobility impairments. Students should have access to the building, cafeteria, classrooms, media center, restrooms, and playground. In essence, they should be able to access any room or space on the school grounds that are used by students in general. Some students may need to receive educational services and participate in assessments in home or hospital settings.</p>	I, A
<p>4-D: Change Location to Increase Physical Access or to Use Special Equipment – Outside School Building</p> <p>Some students may need to receive educational services and participate in assessments in home or hospital settings.</p>	I, A

Fact Sheet SWD-4 (continued)

Setting Accommodations

Other Setting Accommodations	Conditions for Use In Instruction and Assessment
4-E: Other Other-proposed by Local Accountability Coordinator; Section 504 staff, or Special Education staff; and approved by MSDE Assessment Office and MSDE Special Education staff.	Determined on a case-by-case basis in consultation with MSDE

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Fact Sheet SWD-5

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTIC: BLIND; LOW VISION; PARTIAL SIGHT		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Large print • Magnification devices • Braille • Nemeth Braille code • Tactile graphics • Human reader • Audiotape or compact disk (CD) • Screen reader • Large print or Braille notes, outlines, and instructions • Descriptive video • Talking materials 	<ul style="list-style-type: none"> • Large print • Magnification devices • Braille • Nemeth Braille code • Tactile graphics • Human reader • Audiotape or CD • Screen reader
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech • Type on or speak to word processor • Type on Braille • Speak into tape recorder • Use calculation devices (e.g., talking calculator with enlarged keys, abacus) • Use electronic note taker 	<ul style="list-style-type: none"> • Express response to a scribe through speech • Type on or speak to word processor • Type on Braille • Speak into tape recorder • Use calculation devices (e.g., talking calculator with enlarged keys, abacus) • Use electronic note taker
Setting	<ul style="list-style-type: none"> • Change location so student does not distract others • Change location to increase physical access • Change location to access special equipment 	<ul style="list-style-type: none"> • Change location so student does not distract others • Change location to increase physical access • Change location to access special equipment
Timing and Scheduling	<ul style="list-style-type: none"> • Extended Time 	<ul style="list-style-type: none"> • Extended Time

Fact Sheet SWD-5 (continued)

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTIC: DEAF; HARD OF HEARING		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Interpretation/transliteration • Give interpreter instructional materials in advance • Audio amplification devices • Screen reader • Visual cues • Written notes, outlines, and instructions • Videotape and descriptive video • Provide advanced organizers and outlines of lectures for student to follow • Use gestures (e.g., point to materials) • Repeat questions and responses from classmates • Allow student to copy notes from classmate • Use captioned versions of instructional films and include script when possible • Learn manual signs and teach them to hearing classmates • Allow student to use telecommunication device 	<ul style="list-style-type: none"> • Interpretation/transliteration • Give interpreter instructional materials in advance • Audio amplification devices • Screen reader
Response	<ul style="list-style-type: none"> • Express response to scribe or interpreter • Type on or speak to word processor • Use spelling and grammar assistive devices • Use visual organizers • Use graphic organizers 	<ul style="list-style-type: none"> • Express response to scribe or interpreter • Type on or speak to word processor • Use spelling and grammar assistive devices • Use visual organizers • Use graphic organizers
Setting	<ul style="list-style-type: none"> • Change location to reduce distractions • Change location so student does not distract others • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish) 	<ul style="list-style-type: none"> • Change location to reduce distractions • Change location so student does not distract others • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish)

Section 5

Fact Sheet SWD-5 (continued)

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTIC: WEAK MANUAL DEXTERITY; DIFFICULTY WITH PENCIL; DIFFICULTY TYPING ON STANDARD KEYBOARD		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> Express response to a scribe through speech, pointing, or by using an assistive communication device Type on or speak to word processor Speak into tape recorder Use thick pencil or pencil grip Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> Express response to a scribe through speech, pointing, or by using an assistive communication device Type on or speak to word processor Speak into tape recorder Use thick pencil or pencil grip

STUDENT CHARACTERISTIC: COMMUNICATION DISORDER		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> Screen reader 	<ul style="list-style-type: none"> Screen reader

STUDENT CHARACTERISTIC: READING DISABILITY; DIFFICULTY DECODING		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> Human reader Audiotape or CD Screen reader Videotape 	<ul style="list-style-type: none"> Human reader Audiotape or CD Screen reader
Setting	<ul style="list-style-type: none"> Change location so student does not distract others Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> Change location so student does not distract others

STUDENT CHARACTERISTIC: WRITING DISABILITY; DIFFICULTY WITH SPELLING		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> Express response to a scribe through speech Type on or speak to word processor Speak into tape recorder Use spelling and grammar assistive devices (e.g., electronic spelling device, spell check on computer) Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> Express response to a scribe through speech Type on or speak to word processor Speak into tape recorder Use spelling and grammar assistive devices (e.g., electronic spelling device, spell check on computer)

Fact Sheet SWD-5 (continued)

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTIC: MATHEMATICS DISABILITY

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	Use: <ul style="list-style-type: none"> • Calculation devices • Visual organizers • Graphic organizers • Mathematics tables and formula sheets 	Use: <ul style="list-style-type: none"> • Calculation devices • Visual organizers • Graphic organizers

STUDENT CHARACTERISTIC: PHYSICAL DISABILITY

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech, pointing, or by using an assistive communication device • Type on or speak to word processor • Speak into tape recorder • Write in test booklet instead of on answer sheet for tests with separate Text Book and Answer Book • Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox) • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Express response to a scribe through speech, pointing, or by using an assistive communication device • Type on or speak to word processor • Speak into tape recorder • Write in test booklet instead of on answer sheet for tests with separate Text Book and Answer Book • Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox)
Setting	<ul style="list-style-type: none"> • Change location to increase physical access • Change location to access special equipment 	<ul style="list-style-type: none"> • Change location to increase physical access • Change location to access special equipment
Timing and Scheduling	<ul style="list-style-type: none"> • Extended time • Multiple or frequent breaks 	<ul style="list-style-type: none"> • Extended time • Multiple or frequent breaks

Fact Sheet SWD-5 (continued)

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTIC: EASILY DISTRACTED; SHORT ATTENTION SPAN		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Use books on tape or recorded books to help focus on text • Give short and simple directions with examples 	
Response	<ul style="list-style-type: none"> • Write in test booklet instead of on answer sheet for tests with separate Text Book and Answer Book • Monitor placement of student responses on answer sheet • Use materials or devices used to solve or organize responses • Use visual organizers • Use graphic organizers • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns 	<ul style="list-style-type: none"> • Write in test booklet instead of on answer sheet for tests with separate Text Book and Answer Book • Monitor placement of student responses on answer sheet • Use materials or devices used to solve or organize responses • Use visual organizers • Use graphic organizers • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns
Setting	<ul style="list-style-type: none"> • Sit in front of room • Change location to reduce distractions 	<ul style="list-style-type: none"> • Sit in front of room • Change location to reduce distractions
Timing and Scheduling	<ul style="list-style-type: none"> • Use short segment test booklets (when available) • Allow for multiple or frequent breaks • Schedule tests in the morning • Cue student to begin working and stay on task • Change testing schedule or order of subtests • Limit Reading periods • Schedule activities requiring more seat time in the morning and more hands-on and physical activities in the afternoon • Divide long-term assignments 	<ul style="list-style-type: none"> • Use short segment test booklets (when available) • Allow for multiple or frequent breaks • Schedule tests in the morning • Cue student to begin working and stay on task • Change testing schedule or order of subtests

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Fact Sheet SWD-6

Dos and Don'ts When Selecting Accommodations

Do...make accommodation decisions based on individualized needs.

Don't...make decisions about instructional and assessment accommodations alone.

Do...select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.

Don't...make accommodations decisions based on whatever is “easiest” to do (e.g., preferential seating).

Do...make sure to document instructional and assessment accommodation(s) on the IEP or 504 Plan.

Don't...select accommodations that are unrelated to documented student learning needs or are intended to give students an unfair advantage.

Do...be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.

Don't...use an accommodation that has not been documented on the IEP or 504 Plan.

Do...be specific about the “Where, When, Who, and How” accommodations will be provided.

Don't... assume all instructional accommodations are appropriate for use on assessments.

Do...refer to state accommodations policies and understand implications of selections.

Don't...just indicate an accommodation(s) will be provided “as appropriate” or “as necessary.”

Do...evaluate accommodations used by the student.

Don't...check every accommodation possible on a checklist simply to be “safe.”

Do...get input about accommodations from teachers, parents, and students, and use to make decisions at IEP or 504 Plan meetings.

Don't...assume that the same accommodations remain appropriate year after year.

Do...provide accommodations for assessments that are routinely used for classroom instruction.

Don't...provide an assessment accommodation for the first time on the day of a test.

Do...select accommodations based on specific individual needs in each content area.

Don't...assume certain accommodations, such as extra time, are appropriate for every student in every content area.

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Rules for Administering Specific Accommodations

The following rules must be used to guide the administration of commonly used assessment accommodations. Questions or concerns about the application of these rules must be brought to the attention of the LAC, who will consult with MSDE, to provide necessary clarification in unusual circumstances.

Presentation Accommodations

Verbatim Reading of Test Directions/Items

Test readers must ensure that all students understand what is expected of them, when Reading test directions aloud. Students must have an opportunity to ask questions and understand how to mark their answers before they begin taking the test. Test readers must be prepared to answer questions about item format, scoring rules, and timing. However, test readers must not answer questions about specific test items. When Reading test items aloud, test readers must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word, exactly as written. Readers may not clarify, elaborate, or provide assistance to students.

Large Print

If a student needs a Large Print test edition, the appropriate materials must be ordered in a timely manner that allows them to be available for the test. Practice test materials may be created in Large Print versions at the local school or school system. After a student completes a Large-Print edition of a test, a certified test examiner must transcribe the student's answers verbatim onto a standard answer document.

Braille

If a student needs a Braille test edition, the appropriate materials must be ordered in a timely manner that allows them to be available for the test. Check to see if practice tests are available in Braille. The test administrator for a Braille test needs to be provided with a print version of the test during test administration, as well as any special examiner instructions that are required for test administration. After a student completes a Braille edition of a test, a certified test examiner must transcribe the student's answers verbatim onto a standard answer document.

Fact Sheet SWD-7 (continued)

Interpretation/Transliteration for the Deaf or Hard of Hearing

A student's teacher should not serve as the interpreter/transliterator in a testing situation unless a second person is present to monitor for quality and fairness. If allowed to interpret/transliterate test items and prompts, interpreters/transliterators must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items. Graphic materials may be described but should also be available in print or tactile formats. A standard video presentation of a test using American Sign Language, signed English, Cued Speech, or oral transliteration may be used to increase quality, consistency, pacing, and accuracy. Interpreter/transliterator services must be arranged prior to test day with substitutes available.

Audio Tape or Compact Disk

Test examiners must monitor student movement through audio versions to make sure the student maintains the appropriate place in the test and the audio version is playing properly. When using a two-sided cassette tape, students may need to be reminded to play the other side. Test examiners must spot check audio formats before use to make sure the equipment and media are functioning properly.

Response Accommodations

Writing in Test Booklet

This accommodation allows the test-taker to indicate responses directly in the test booklet and have a certified test examiner transfer the responses to the regular answer document after the student has completed the test. Many paper-based State test forms now provide for all students to record their answers directly in a combined Test Book/Answer Book.

Dictation to Scribe

Scribes may be provided for students with verified disabilities that significantly impact the area of written expression or a physical disability that impedes motor process or writing. Scribes must be impartial and experienced in transcription. Scribes must write exactly what the student dictates. Scribes must not affect the outcome of a test in any way. Scribes are not allowed to elaborate on what is being written. They cannot answer or explain anything to the student during testing and must be careful not to give "hints" of any type. Scribes should request clarification from the students about the use of capitalization, punctuation, and the spelling of key words, and must allow the student to review and edit what the scribe has written.

Fact Sheet SWD-7 (continued)

Timing and Scheduling Accommodations

Provide Extended Time

Timed tests usually require students to request a fairly specific amount of extra time. A common extension is time and one half. (This means that for a test that normally takes 60 minutes, a student may be allowed 90 minutes.) However, decisions as to how much extended time is provided must be made on a case-by-case basis for each individual student, not for any category of students as a group, keeping in mind the type of accommodations being provided, the disability involved, and the type of test. For example, if a reader or scribe is used, double time may be appropriate. Usually “unlimited” time is not appropriate or feasible.

Setting Accommodations

Supervised Test Locations

It may be difficult to find testing locations that are private and free of distractions, especially when many students in a building are tested at the same time. Each student tested in a private location must be under the supervision of a certified test examiner and each accommodator and test examiner must have clear instructions and training on the appropriate test administration procedures. These requirements apply to students tested in all locations—whether it be in the school building, at home, or in a hospital, residential, or other alternative setting.

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Section 6: Accommodations Tools for Students with Disabilities

Tool SWD-1

Access Needs That May Require Accommodations

Directions: Use these questions to identify various types of Presentation, Response, Timing/Scheduling, and/or Setting accommodations for students with disabilities. The list is not exhaustive—its purpose is to prompt members of IEP teams to consider a wide range of accommodation needs. Use the list in planning by indicating **Y** (Yes), **N** (No), or **DK/NA** (Don't Know or Not Applicable).

Presentation Accommodations	Y	N	DK/NA
1. Does the student have a visual impairment that requires large-print or Braille materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the student able to read and understand directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can the student follow oral directions from an adult or audiotape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student need directions repeated frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are assistive technology devices indicated on the student's IEP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Has the student been identified as having a Reading disability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the student have low/poor Reading skills that may require the Reading of tests or sections of tests that do not measure Reading comprehension in order to demonstrate knowledge of subject areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the student have a hearing impairment that requires an interpreter/transliterater to sign interpret/transliterate directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the student have a hearing impairment and need a listening device?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Response Accommodations			
10. Does the student have difficulty tracking from one page to another and maintaining his or her place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the student have a disability that affects the ability to record his or her responses in the standard manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Can the student use a pencil or writing instrument?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the student use a word processor to complete homework assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the student use a tape recorder to complete assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the student need the services of a scribe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the student have a disability that affects his/her ability to spell?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tool SWD-1 (continued)

Access Needs That May Require Accommodations

Response Accommodations	Y	N	DK/NA
17. Does the student have a visual or motor disability that affects his/her ability to perform Mathematics computations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timing and Scheduling Accommodations			
18. Can the student work continuously for the length of time allocated for standard test administration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Does the student use other accommodations or adaptive equipment which require more time to complete test items (e.g., Braille, scribe, use of head pointer to type)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Does the student tire easily due to health impairments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Does the student have a visual impairment that causes eyestrain and requires frequent breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Does the student have a learning disability that affects the rate at which he/she processes written information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Does the student have a motor disability that affects the rate at which he/she writes responses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Does the student take any type of medication to facilitate optimal performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Does the student's attention span and/or distractibility require shorter working periods and frequent breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting Accommodations			
26. Do others easily distract the student and/or does he/she have difficulty remaining on task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Does the student require any specialized equipment or other accommodations that may be distracting to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Does the student have visual or auditory impairments that require special lighting or acoustics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Can the student focus on his/her own work in a setting with large groups of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Does the student exhibit behaviors that may disrupt the attention of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Do any physical accommodations need to be made for the student in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tool SWD-2

Accommodations from the Student's Perspective

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used however, make sure that the student understands the concept of an "accommodation," providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

1. Think about all the classes you are taking now, which is your best class?

2. Explain what you do well in this class.

The things you said you can do well above are your strengths. For example, you may have mentioned Reading, writing, listening, doing work in groups, working alone, drawing, or doing your homework as some things you can do well. Also, if you said, for example, you really like the subject, have a good memory, and you work hard in class, these are also examples of your strengths.

3. Now ask yourself, what class is hardest?

4. What's the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, Reading the book, taking tests, listening, staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

5. In the "Classes" box below, write down all of the classes you are taking now. Then look at a list of accommodations. Next to each class, write down what accommodation(s) you think might be helpful for you.

Classes	Accommodations

Tool SWD-3

Assessment Accommodations Plan

Student Information _____ **Case Information** _____

Name _____ Special Education Teacher _____

Date of Assessment _____ Year _____ Building/School _____

Name of Assessment _____ General Education Teacher _____

Is the student an SWD and also an English language learner? Yes No

Assessment accommodations student needs for this assessment and date arranged: Date

1. _____

2. _____

3. _____

4. _____

Comments: _____

Person responsible for arranging accommodations and due date: Date

1. _____

2. _____

3. _____

4. _____

Comments: _____

Room Assignment for Assessment: _____

Planners for this process (signatures): _____

Section 6

Tool SWD-4

Assessment Accommodations Agreement

Here is an example of a form a student could carry on test day. This type of format puts the student in charge (building self advocacy skills) and sets the expectation that, with these accommodations, the student can show what he/she knows on the test. Some accommodations (e.g., special test editions) need to be arranged long before test day, but should still be included on this list to make sure the student receives the correct test booklet. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently. The student should present the list of necessary accommodations to the test administrator or teacher. This experience is particularly important for students with disabilities who intend to pursue a postsecondary education.

I, _____
(Student's Name)

need the following accommodations to take this test:

If you need more information about these accommodations, you can talk to:

(Name of Special Education teacher, parent, principal, and/or related service provider)

Thank you for helping me to do my best on this test!

(Student Signature) (Date)

(Parent/Guardian Signature) (Date)

Tool SWD-5

Logistics Planning Checklist

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accommodations for an individual student. Use the checklist by indicating **Y** (Yes), **N** (No), or **NA** (Not Applicable).

Accommodations Throughout the Academic Year

- | | Y | N | NA |
|---|--------------------------|--------------------------|--------------------------|
| 1. Accommodations are documented on student's IEP or 504 Plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Student uses accommodations regularly and evaluates use. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A master accommodations plan/database listing assessment accommodation needs for all students tested is updated regularly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Preparation for Test Day

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 4. Special test editions are ordered for individual students based on information contained in the master accommodations plan (e.g., audio tape, Braille, large print). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/database). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Trained readers, scribes, and interpreters/transliterators for the deaf or hard of hearing are arranged for individual students (with substitutes available). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Accommodations on the Day of the Test

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 9. All eligible students receive accommodations as determined by their IEP or Section 504 Plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Provision of accommodations is recorded by test administrator. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Plans are made to replace defective equipment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Considerations After the Day of the Test

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 13. Responses are transferred to scannable answer sheets for students using special equipment and adapted test forms and response documents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. All equipment is returned to appropriate locations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Students who take make up tests receive needed accommodations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Effectiveness of accommodations use is evaluated by test administrators and students and plans are made for improvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Tool SWD-7

Application for Approval to Administer the High School Assessments over Multiple Days (Accommodation 3-C)

In certain limited situations, permission may be granted by MSDE for a student to have one or more of the High School Assessments (HSAs) administered over one or more days. This type of administration is not typically allowed because of the test security issues related to extending the test period beyond the scope of one single day. However, if a student has identified on his or her IEP or 504 Plan the accommodation 3-C (Change Schedule or Order of Activities – Extend Over Multiple Days), MSDE will consider allowing that accommodation to take precedence over test security considerations. Please follow the process below:

- School Test Coordinators (1) complete the Application for Approval to Administer the High School Assessments over Multiple Days (a separate form for each content area test is required), (2) attach a copy of the student's IEP as supporting documentation for the request, and (3) submit the package to the LAC in the local school system. (Special Placement Schools submit the package to the LAC of the student's Home LEA.)
- The LAC and the local Director of Special Education review the application and IEP. If both the LAC and the Local Director of Special Education approve the request, the LAC submits the request form and attached IEP with appropriate approval signatures to the HSA Management Team at MSDE.
- Staff at MSDE in the Division of Accountability and Assessment and in the Division of Special Education/Early Intervention Services review the documentation and then forward notice of their approval or denial to the LAC, who in turn forwards notice to the local school or Special Placement School, as appropriate.

Please note that the Application for Approval to Administer the High School Assessments over Multiple Days must be completed for a student whom the school deems eligible for this accommodation as soon as possible after the student's enrollment in an HSA-related course. Waiting to submit the request until close to the approaching test date will result in possible delays in the review process. In no case will MSDE accept for review an application for HSA Multiple-Day Administration delivered to MSDE's Baltimore offices less than 4 weeks prior to the start of an HSA administration. Therefore, IEP Teams and other staff must take this timeline into consideration and plan accordingly. For additional guidance, IEP Teams should refer to the "Use of Multiple Day Accommodation Fact Sheet" which is reproduced beginning on page 6-12 of the MAM.

NOTE: Special permission for Multiple Days Accommodations for students who are deaf and hard of hearing who require interpretation/transliteration from an interpreter/transliterator **do not** require approval to administer the HSA over multiple days. However, schools must notify their LAC of such situations who in turn will notify MSDE. The interpretation/transliteration accommodation for the deaf and hard of hearing is described in detail in Tool SWD-8 on page 6-17.

Tool SWD-7 (continued)

Application for Approval to Administer the High School Assessments over Multiple Days (Accommodation 3-C)

Section 6

Student Name/ Unique State ID	/								
LEA Name/Number	/								
School Name/Number	/								
HSA Content Area	<input type="checkbox"/> Algebra/Data Analysis <input type="checkbox"/> Biology <input type="checkbox"/> English <input type="checkbox"/> Government								
Type of Test	<input type="checkbox"/> Regular HSA <input type="checkbox"/> Mod-HSA								
HSA Test Administration Date for which this accommodation is first being requested and proposed administration schedule									
STC Name									
STC Phone Number/Fax Number									
STC E-mail Address									
Justification as to why student requires administration of the HSA over multiple days									
Preparer's Name and Signature/Date	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">_____</td> <td style="width: 50%; border: none;">_____</td> </tr> <tr> <td style="text-align: center; border: none;">Print Name</td> <td style="text-align: center; border: none;">Signature</td> </tr> <tr> <td style="border: none;">_____</td> <td style="border: none;">_____</td> </tr> <tr> <td style="text-align: center; border: none;">Date</td> <td style="text-align: center; border: none;">Phone Number</td> </tr> </table>	_____	_____	Print Name	Signature	_____	_____	Date	Phone Number
_____	_____								
Print Name	Signature								
_____	_____								
Date	Phone Number								

Tool SWD-7 (continued)

Application for Approval to Administer the High School Assessments over Multiple Days (Accommodation 3-C)

LAC Recommendation and Signature/Date	<input type="checkbox"/> Approve <input type="checkbox"/> Deny	_____	_____
		Print Name	Signature
		_____	_____
		Date	Phone Number
Local Director of Special Education Recommendation and Signature/Date	<input type="checkbox"/> Approve <input type="checkbox"/> Deny	_____	_____
		Print Name	Signature
		_____	_____
		Date	Phone Number
Local Explanation of Approval or Denial			

[This section for MSDE only]

MSDE Action and Signature/Date	<input type="checkbox"/> Approve <input type="checkbox"/> Deny	_____	_____
		Print Name	Signature
		_____	_____
		Date	Phone Number
MSDE Explanation of Approval or Denial			

The Use of Multiple Days as an Accommodation

The Maryland Accommodations Manual clearly states, “Accommodations are intended to reduce or even eliminate the effects of a student’s disability; accommodations do not reduce learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and state assessments. It is critical to note, however, that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., lowering or not counting a student’s test score) for the use of some accommodations during state assessments. It is very important for educators to become familiar with Maryland policies regarding accommodations during assessments.”

1. What are the principles of accommodations?

Accommodations must adhere to the following principles:

- a. Accommodations enable students to participate more fully in instruction and assessments and to better demonstrate their knowledge and skills.
- b. Accommodations must be based upon individual student needs and not upon a category of disability, amount of time spent in general classroom, or program setting.
- c. Accommodations for students with disabilities must be justified and documented in the student’s appropriate education plan: the Individualized Education Program (IEP) or the Section 504 Plan.
- d. Accommodations for students who are English language learners (ELL), must be justified and documented in the ELL Plan (formerly known as Limited English Proficient or “LEP” Plan). Students who are both English language learners and students with disabilities have the IEP as the controlling document for accommodations.
- e. Accommodations must be implemented as soon as possible after completion of the appropriate education plan (IEP or Section 504 Plan for students with disabilities, or ELL Plan for English language learners) and must be aligned with and be a part of daily instruction. Accommodations must not be introduced for the first time during the testing of a student.
- f. Accommodations must be approved as specified in this manual (see Sections 3, 5, and 9).

Tool SWD-7 (continued)

- g. Accommodations not explicitly mentioned in this document and/or multiple accommodations do not constitute reasons to exempt students from assessments. The School Test Coordinator (STC) must coordinate with the Local Accountability Coordinator (LAC) prior to testing to address issues caused by the need to provide multiple accommodations. The LAC will consult with MSDE as necessary to resolve accommodations issues.

[Maryland Accommodations Manual, Pg. 2-1 and 2-2]

2. How is the determination for accommodations made?

Each child's IEP now must contain a statement of the child's present level of "academic achievement and functional performance." In doing so, the IEP must contain a statement of individual appropriate accommodations necessary "to measure the academic achievement and functional performance" of the child on state and district assessments.

Each IEP team needs to ensure that needed accommodations are based on the individual needs of each child and based on the state's guidelines for appropriate accommodations.

Section 612(a)(16)(B)

3. What does the Timing and Scheduling accommodation "Extend Over Multiple Days" mean?

Students are allowed to complete activities and take tests over multiple days – completing a portion each day. This is usually done to reduce fatigue. When implementing this accommodation for testing, test examiners, STCs, and LACs must take appropriate precautions to ensure that security of test items is not compromised, and that students are not permitted to return to previously completed sections of a test.

This accommodation is not permitted for the High School Assessments (HSAs) unless the request is made in writing by the school principal and specifically approved by the LAC and MSDE. The security concerns relative to the HSAs are especially critical, considering the high-stakes consequences of the tests for students as a high school graduation requirement.

[Maryland Accommodations Manual, Pg. 5-15 and 5-16]

4. In what circumstances is the use of multiple days to complete an assessment an allowable timing and scheduling accommodation?

Determining whether a student requires the administration of an assessment over multiple days is an individualized decision that must be supported with sufficient documentation to demonstrate its appropriateness. These decisions are made on an individualized case-by-case basis, not by a category

Tool SWD-7 (continued)

of students as a group. In limited situations MSDE may grant permission for a student to have an assessment administered over more than one day. MSDE will consider allowing that accommodation to take precedence over test security considerations.

[Maryland Accommodations Manual, Pg. 6-9]

5. What should be considered in determining whether or not a student requires a timing and scheduling accommodation of multiple days?

The determination of needed accommodations begins with an analysis and review of the student's instructional needs and how these needs impact student participation and performance in the general curriculum. Within the Maryland Accommodations Manual, Section 6, there are a series of tools available for school personnel to use in order to assess a student's need for multiple days to complete instructional assignments and Statewide assessments.

[Maryland Accommodations Manual, Pg. 6-9]

6. In addition to the "Application of Approval to Administer the High School Assessments over Multiple Days," what documentation should be submitted to the LAC and MSDE to support the justification?

This type of accommodation is not typically allowed because of the test security considerations. A separate form for each content area assessment is required. The student's IEP must sufficiently document:

- The student's present level of academic achievement and functional performance that identifies the student's instructional needs and how the student's disability impacts his or her participation and performance in general curricular instructional activities, classroom/curricular assessments, and HSAs;
- Annual Goals in the content area(s) to be assessed that include the specialized instruction required to enable the student to demonstrate the content;
- Special Considerations, as appropriate;
- Consideration of Assistive Technology and Assistive Technology Services;
- Use of supplementary aids, services, supports, and program modifications; and
- Instructional and assessment accommodations

Tool SWD-7 (continued)

Additional documentation may include, but is not limited to:

- Assessment reports;
- Student progress reports;
- Provider service logs; and
- Accommodation journal

Within the Maryland Accommodations Manual, there is an accommodation tool available to school personnel. It is entitled “Accommodation Tool 6: Accommodation Journal” on page 6-7. As stated in Tool 6, “The journal lets the student “be in charge” and could be kept up-to-date through regular consultation with a special education teacher or other staff member.” This journal could be useful to a student’s IEP team in determining needed instructional and assessment accommodations.

7. When should the LAC submit the “Application of Approval to Administer the High School Assessments over Multiple Days,” to ensure it will be reviewed in a timely manner prior to an HSA test window?

In certain limited situations, MSDE may grant permission for a student to have one or more of the HSAs administered over one or more days. This accommodation is not typically allowed because of test security issues. However, if this accommodation is identified on an IEP, MSDE will consider allowing that accommodation to take precedence over test security.

As soon as an IEP identifies multiple days (3-C) as an appropriate accommodation for a student enrolled in an HSA-related course, the IEP team must immediately provide the documentation to the STC, school principal, and LAC. The Application and supporting documentation should be submitted to MSDE with the signature of the local LAC and the Director of Special Education, no later than 4 weeks prior to the opening of the test window for the content area assessment.

8. Which student situations merit taking the HSA over multiple days?

There must be sufficient individualized documentation that supports the accommodation, and this documentation is reviewed by MSDE on a case-by-case basis, as all situations are unique. This accommodation must also be required for instruction, classroom –based assessments, as well as Statewide assessment.

Within the Accommodations Manual, Section 6, the list of questions to identify various types of accommodations is a tool that will be helpful for the IEP team to use in determining which accommodations are needed for

Tool SWD-7 (continued)

classroom instruction, state and district assessment, and classroom assessments.

The accommodation journal, tool 6, is another way to keep track of the accommodations that work for the student. The journal allows the student to identify which accommodations were useful in the classrooms and on tests and allows the teachers and others to help determine how accommodations appear to be working.

Again, the approval of multiple-day accommodations for HSAs is an individualized decision that must be sufficiently documented on a case-by-case basis for each student and each content assessment.

- For more information, call 410-767-0858 •

Tool SWD-8

Guidance for Provision of the Interpretation/ Transliteration Accommodation for the Deaf or Hard of Hearing

Who receives the Interpretation/Transliteration accommodation?

Students who are deaf or hard of hearing would have the Interpretation/Transliteration accommodation (1-C) checked on their IEPs. These students access instructional materials and tests at various levels through American Sign Language, signed English, Cued Speech, or oral transliteration. In a testing situation, some students may receive interpretation/transliteration for the testing instructions only and other students (those who are still learning to read text) may need all print materials transliterated. Best practice would include in IEP meeting notes which level of the interpreter/transliterator accommodation the IEP Team recommends.

How are timing and scheduling issues handled?

It is not necessary to note an “Extended Time” (3-A) accommodation for students with a interpretation/transliteration accommodation, as the extended time required for instruction or assessment is a function not of the student’s disability but of the time required to deliver instruction and assessment through an interpretation/transliteration.

Because of the extended time (and because of the fatigue factor for interpreters/translitterators which require multiple individuals to provide this accommodation require the interpretation or transliteration of each passage, each response question, and each of the four choices in American Sign Language, signed English, Cued Speech, or oral transliteration), students who require this accommodation may need tests (including the HSA) to be administered over multiple days. Again, this is not a function of the student’s disability, but a function of accommodation administration issues. For this reason, a student requiring the interpretation/transliteration accommodation does not need any special LEA or MSDE approval to use the “Extend over Multiple Days” (3-C) for the HSA.

How are the physical set-up needs handled?

The following scenario will help practitioners understand the magnitude of the task of providing the interpretation/transliteration accommodation:

The students sit facing front and the interpreter/transliterator stands facing the class. Students have their test books opened to the passage to be interpreted/transliterated. They need to be able to see the interpreter/transliterator and a printed version of the text simultaneously. (If they look down at the test booklet, they cannot see the interpreter/transliterator. Obviously they would not all happen to look down at the same time, so there would always be a head or two not watching the interpreter/transliterator.) The interpreter/transliterator needs to be

Tool SWD-8 (continued)

able to read the passage s/he is interpreting/transliterating without having to look down at the test book. (American Sign Language, signed English, Cued Speech, or oral transliteration is not only a function of what is on the hands, but facial expression and body language as well.) Schools administering this accommodation would typically set up a screen in the front of the room next to the interpreter/transliterator for the students to read while watching the translation and a screen in the back for the interpreter/transliterator to read from. So there are two sets of transparencies with a second interpreter/transliterator taking turns displaying the passages on the overhead and interpreting/transliterating the test.

Section 7: The Five-Step Process for Accommodations for English Language Learners (ELLs)

Step 1: Setting Expectations — Expect English Language Learners (ELLs) to Achieve Grade-level Academic Content Standards

Federal and State Laws Requiring Participation by English Language Learners (ELLs)

Both federal and state legislation now require inclusion of all students, including English language learners (ELLs), in large-scale assessments based on a number of key factors:

- Inclusion provides a more accurate picture of overall student achievement and growth.
- Inclusion makes individual diagnostic information available to parents of ELL students, their teachers, and school administrators.
- Inclusion can provide evidence that ELL students have reached proficiency and therefore no longer need additional ESOL support.
- Inclusion may allow for specific policies and funding to improve the performance of ELL students.

No Child Left Behind Act of 2001 (NCLB)

Stronger accountability for results is one of the four basic education reform principles contained in NCLB. This law complements the provisions in providing public accountability at the school, district, and state levels for all students, including those students who are still in the process of learning English. NCLB is designed to help ELL students because speaking and Reading English well is essential for students to be successful in life in the United States.

- Under NCLB, the academic progress of every child will be tested in Reading and Mathematics, including those learning English. All English language learners are tested annually to measure how well they are learning English, so their parents will know how they are progressing. States, school systems, and schools are held accountable for results.

- Research shows that students who cannot read or write in English have a greater likelihood of dropping out of school, and they often face a lifetime of diminished opportunity.
- NCLB gives states the freedom to find the best methods of instruction.
- The law does not dictate a particular method of instruction for learning English and other academic content.
- States and local education agencies must establish English proficiency standards and provide quality language instruction, based on scientific research for English acquisition, in addition to quality academic instruction in Reading and Mathematics.
- States and local education agencies must place highly qualified teachers in classrooms where English language learners are taught.
- Children who are becoming fluent in English are also learning in academic content areas such as Reading and Mathematics, and they are tested in these areas so they are not left behind.

NCLB explicitly requires that State assessments provide for . . .

...the inclusion of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments administered to such students under this paragraph...[Sec. 1111 (b) (3) (C) (ix) (III)].

One of the basic reform principles of NCLB is stronger accountability for results for all students. Through this federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information with regard to:

- how successful schools are including all students in standards-based education;
- how well students are achieving standards; and
- what needs to be improved upon for specific groups of students.

There are several critical elements in NCLB that hold schools accountable for educational results. Academic Content Standards (what students should learn) and academic achievement standards (how well they should learn) in Reading/language arts and Mathematics (with Science added in 2007-2008) form the basis of state accountability systems. State assessments are the mechanism for checking whether schools have been successful in students attaining the knowledge and skills defined by the Content Standards. By 2005-2006, states must provide assessments in Reading/language arts and Mathematics for all students

in grades 3 through 8 and once in high school. By 2007-2008, states must also provide Science assessments in at least one grade in each of three grade spans (3-5, 6-9, 10-12) each year. School, district, and state accountability is based on measuring success in educating all of its students and determining what needs to be improved for specific groups of students. The accountability system is defined in terms of adequate yearly progress (AYP), a way to measure the improvement in achieving standards for all students and designated subgroups each year. Schools, districts, and states are held accountable for improvements on an annual basis by public reporting and ultimately through consequences if AYP is not achieved.

Both federal and state laws require that all ELL students be administered assessments intended to hold schools accountable for the academic performance of students. ELL team members (local school staff, consisting of general educators and educators specializing in teaching of English for speakers of other languages [ESOL], who collaborate to plan and implement instructional programs for ELL students) must actively engage in a planning process that assures provision of accommodations to facilitate student access to grade-level instruction and state assessments.

Equal Access to Grade-level Content

With the focus of legislation aimed at accountability and the inclusion of all students comes the drive to ensure equal access to grade-level Content Standards. Academic Content Standards are educational targets for students to learn at each grade level. Teachers ensure that students work toward grade-level Content Standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations during instruction and assessments may also promote equal access to grade-level content. To accomplish this goal of equal access,

- every ELL team member must be familiar with Content Standards and accountability systems at the state and district level;
- every ELL team member must know where to locate standards and updates; and
- every ELL team must involve collaboration between general educators and educators specializing in ESOL to ensure successful student access.

All ELL students can work toward grade-level academic Content Standards and most of these students will be able to achieve these standards when the following three conditions are met:

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners.
2. ELL plans for students are developed to ensure the provision of specialized instruction (e.g., specific Reading skills, strategies for “learning how to learn”).
3. Appropriate accommodations are provided to help students access grade-level content.

The focus of this manual is on the selection, administration, and evaluation of accommodations for both instruction and assessment. Since assessment and instructional accommodations must be the same for individual students, guidelines for selecting accommodations for instruction and assessment are the same. However, the manual provides complete guidelines only for administering and evaluating the effectiveness of accommodations as implemented in assessment.

Grade level Content Standards in Maryland are incorporated in the Maryland Voluntary State Curriculum, available on the web at <http://www.mdk12.org>.

Step 2: Learning about Accommodations for Instruction and Assessment of English Language Learners (ELLs)

What are accommodations?

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students who are English language learners.

Appropriate accommodations are intended to reduce or even eliminate the effects of an ELL student's level of English proficiency. The accommodations also help ensure the validity of the test for all students by eliminating irrelevant obstacles impacting test performance and test scores. Accommodations are not intended to provide a demonstrable advantage to students who receive them over students who do not. It is also important to note that accommodations do not reduce learning expectations—the accommodations should “level the playing field,” and not represent a lowering of the target for learning.

Accommodations for instruction and assessment are integrally intertwined. Accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and state assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., lowering or not counting a student's test score) for the use of some accommodations during state assessments. It is very important for educators to become familiar with Maryland policies regarding accommodations during assessments.

Description of Accommodations Categories

Accommodations are commonly categorized in four ways: presentation, response, setting, and timing/scheduling:

- **Presentation Accommodations**—Allow ELL students to access academic materials in English using alternate modes of access which help mitigate the students' level of English language proficiency.
- **Response Accommodations**—Allow ELL students to complete or respond to activities, assignments, and assessments in the English language in different ways which help mitigate the students' level of English language proficiency.
- **Timing and Scheduling Accommodations**—Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized for ELL students.
- **Setting Accommodations**—Change the location in which a test or assignment is given or the conditions of the assessment setting for ELL students.

Refer to Section 8, Accommodations Fact Sheets for English language learners ELL-1 through ELL-4, for specific examples of accommodations in these categories.

Modifications or Alterations vs. Accommodations

Accommodations do not reduce learning expectations. They provide access. However, modifications or alterations refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of ELL students and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career. Examples of modifications include:

- requiring a student to learn less of the content material than that which native English speaking peers are required to learn (e.g., fewer objectives, shorter units or lessons, thereby eliminating content as required by the Voluntary State Curriculums);
- qualitatively reducing assignments and assessments so a student only needs to complete the easiest problems or items (see below a note regarding quantity of items);
- revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four); or
- giving a student hints or clues to correct responses on assignments and tests.

NOTE: Reducing the quantity of assignments or items is not normally a modification; rather, reduction in quantity is be a reflection of the fact that ELL students may require extra time to complete each assignment, and therefore may not be able to complete the same number of items as other students. These students, however, are expected to work on assignments of similar content depth and complexity.

Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content, and is not recommended practice for ELL students. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements. Providing a student with a modification during a state accountability assessment may constitute a test irregularity and may result in an investigation into the school's or district's testing practices. The Modified Assessments in Maryland are for SWD, not ELLs. ELLs would only be considered for participation in the Mod-MSA and Mod-HSA if they are also SWD and have an IEP.

Step 3:

Selecting Accommodations for Instruction and Assessment of Individual English Language Learners (ELLs)

To assure students who are English language learners are engaged in standards-based instruction and assessments, every ELL team member must be knowledgeable about the state and district academic Content Standards and assessments. Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student’s level of English language proficiency and present level of academic performance in relation to local and state academic standards. In essence, the process of making decisions about accommodations is one in which members of the ELL team attempt to “level the playing field” so that ELL students can participate in the general education curriculum. ELL team meetings that simply engage people in checking boxes on a state or local “compliance” document are neither conducive to sound decision-making practices, nor do they advance equal opportunities for students to participate in the general education curriculum.

Creating the English Language Learner (ELL) Plan

All English language learners must have a documented ELL service plan for students, as required under federal law (Title III, Section 3302, No Child Left Behind Act of 2001). The plan must have the following elements:

- reason for identification of student as recipients of ESOL services;
- level of English proficiency (using the English Language Proficiency Test as approved by the Maryland State Board of Education);
- level of academic achievement (suggestions: using previous academic records, if available, and/or informal assessments);
- method of instruction (content, instructional goals, use of English and native language) in the student’s program and in other available programs;
- how the instructional program will address the student’s educational strengths and individual needs;
- how the program will address English language learning and acquisition (placement in a language instruction educational program);
- how the student will meet age appropriate academic achievement standards and demonstrate adequate yearly progress;

- program exit/expected rate of transition for ELL students;
- the right to remove the child from the instructional program upon request;
- the right to decline enrollment in the program or the method of instruction;
- separate parent notification within 30 days if the LEA fails to meet the objectives described to the parents for their child;
- whether or not the student will participate and/or be included in accountability in the state-required Assessment and Accountability system this year, based on whether this is the student's first year of enrollment in a U.S. school;
- specific accommodations permitted for instruction and for the state-required assessments;
- a list of the names of persons who reviewed the documentation and made the decisions including signatures of parents/guardians or documented attempts to obtain those signatures (however, the implementation of the ELL accommodations plan is not dependent upon receipt of the parental signatures); and
- the signature of the principal of the appropriate school as an indication of approval for the described accommodations.

The ELL Plan must be developed using a team approach, including involvement of ESOL staff, academic content staff, and the principal or other school administrator designee. School staff should make every effort to involve parents in the development and review of the ELL Plan.

See Tools ELL-7 and ELL-8 (Section 9) for examples of ELL Plans for Elementary and Secondary School students.

Documenting Accommodations on a Student's ELL Plan

For most ELL students, determining appropriate instructional and assessment accommodations should not pose any particular problems for ELL teams that follow good ELL Plan practices. The process of identifying and documenting accommodations should be a fairly straightforward event. Depending on the design and overall format of the ELL Plan, there are four typical areas in which accommodations can be addressed:

Presentation – possible accommodations could include repetition of directions, explanation, use of bilingual dictionaries, or test administration by an ESOL specialist.

Response – possible accommodations could include allowing a student to dictate his or her answers, or allowing a response (in an instructional setting only) in the student’s native language.

Timing and Scheduling – possible accommodations could include allowance of additional time to complete the test or provision of extra breaks during the test administration period.

Setting – possible accommodations could include individual or small group administration of the test, or a test administration in a separate location.

See *Tool ELL-9A (Section 9) for an example of Accommodations Documentation for an ELL student.*

Involving Students in Selecting, Using, and Evaluating Accommodations

It is critical for ELL students to learn self-advocacy strategies for success in school and throughout life. Some students may come to the learning environment having had limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of “authority figures,” may be a new role for students, one for which they need guidance and feedback. Teachers and other ELL team members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

The more that students are involved in the selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Self-advocacy skills become critical here. Students need opportunities to learn which accommodations are most helpful for them, and then they need to learn how to make certain those accommodations are provided in all of their classes and wherever they need them outside of school.

Determining the Consequences of Assessment Accommodations Use

When selecting accommodations for state assessments with a student, it is important to look at the Maryland state policies and procedures to determine whether use of an accommodation results in consequences on a state test (e.g., lowering or not counting a student’s score). Assessment accommodations that result in adverse consequences are referred to as nonstandard accommodations in the Accommodations Fact Sheets (ELL-1 through ELL-4 in Section 8).

Required Factors to Address in ELL Accommodation Selection

The following factors must be addressed when selecting accommodations for ELL students:

- the student must meet the criteria for ELL based on the ELPT assessment results;
- evaluation data must demonstrate the need for accommodations;
- accommodations documented in the ELL Plan must be part of the student's normal ongoing delivery of instructional services;
- accommodations are not to be used only on assessments;
- student must participate in instructional programs and services to meet his/her language and academic needs; and
- the plan must identify the level of English language proficiency at which accommodations will no longer be required.

Questions To Guide Accommodation Selection

Selecting accommodations for instruction and assessment is the role of a student's ELL team. In addition to the required factors above, the questions provided below may help to guide the team in the selection of appropriate accommodations for ELL students:

- What are the student's learning strengths and areas of further improvement?
- How do the student's learning needs affect the achievement of grade-level Content Standards?
- What specialized instruction (e.g., learning strategies, organizational skills, Reading skills) does the student need to achieve grade-level Content Standards?
- What accommodations will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's level of English language proficiency? (These may be new accommodations or accommodations the student is currently using.)
- What accommodations have been regularly used by the student during instruction and assessments?
- What are the results for assignments and assessments when accommodations were used and not used?

- What is the student’s perception of how well an accommodation “worked?”
- Are there effective combinations of accommodations?
- What difficulties did the student experience when using accommodations?
- What are the perceptions of parents, teachers, and specialists about how the accommodation worked?
- Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?

Of the accommodations that match the student’s needs, consider:

- the student’s willingness to learn to use the accommodation;
- opportunities to learn how to use the accommodation in classroom settings; and
- conditions for use on State assessments.

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Finally, plan for the ongoing evaluation and improvement of the student’s use of accommodations.

Refer to Maryland Accommodations Fact Sheets ELL-5 and ELL-6 in Section 8 and Tools ELL-1 and ELL-2 in Section 9 for additional information on completing this step.

Accommodations for RELL Students

Once a student has attained English language proficiency, he or she would no longer be considered to be an English language learner or to be “limited English proficient (LEP).” These students are no longer part of the LEP accountability subgroup, but their performance on state testing programs is tracked and they are classified as “Redesignated English language learners (RELL), also known as “Redesignated Limited English Proficient (RLEP).” Although RELL students may be considered proficient in English, they may still require certain accommodations, based on the following considerations:

1. Current research indicates that to acquire the academic language commensurate with grade-level academic education, students of English as a new/second language requires a minimum of 5 to 7, to as many as 10 years, particularly for students who are learning a new language as secondary students in grades 6-12 who have not had the benefit of rigorous schooling and are required to take grade-level schooling with native peers.

2. ESOL instruction provides intensive English language acquisition services for students in the ESOL program until such time as students are able to comprehend and access grade-level course work in English. In the language immersion model used in Maryland, however, students are exited from ESOL programs prior to the time they have reached grade-level English Reading and vocabulary levels across the curriculum. The RELL students require scaffolded and differentiated instruction on the part of the classroom teacher. Consequently, the RELL students require the accommodations primarily for additional processing time and use of a bilingual dictionary.
3. No matter how proficient in another language one becomes, one is still a non-native speaker of that language and therefore requires a certain amount of extra processing time in order to level the playing field as compared with a native English speaker. Since Maryland includes the RELL students in the LEP subgroup and is mandated by Title III of NCLB to monitor the progress of these students, Maryland schools must provide RELL students with the essential differentiation in the classroom that is linked with the coordinated accommodations that provide both access and opportunity for these students to demonstrate what they know and are able to do.

When students are exited from ESOL programs and designated as RELL students, the ESOL staff must prepare an accommodations plan for each RELL student, and share that plan with the general education staff at the school. Contact your LAC and local central office ESOL staff for specific procedures in your school system.

Step 4: Administering Accommodations During Instruction and Assessment of English Language Learners (ELLs)

Accommodations During Instruction

The student must be provided the selected accommodations during instructional periods that necessitate their use. An accommodation may not be used solely during assessments.

Accommodations During Assessment

Planning for Test Day

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state and district assessments must be mapped out. It is essential for all ELL team members to know and understand the requirements and consequences of district and state assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on test day.

Refer to Tools ELL-3, ELL-4, and ELL-5 in Section 9.

Prior to the day of a test, be certain test administrators and proctors know what accommodations each student will be using and how to administer them properly. For example, test administrators and proctors need to know whether a student will be allowed extra time to complete the test and when the testing time is ended, and what plan exists for the student to continue working. Staff administering accommodations, such as Reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid.

Administering Assessments and Accommodations

State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. Test administrators, proctors, and all staff involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (National Council on Measurement in Education. (1995). Code of Professional Responsibilities in Educational Measurement. Washington, DC: Author.) states that test administrators and others involved in assessments must:

- take appropriate security precautions before, during, and after the administration of the assessment;

- understand the procedures needed to administer the assessment prior to administration;
- administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur;
- avoid any conditions in the conduct of the assessment that might invalidate the results;
- provide for and document all reasonable and allowable accommodations for the administration of the assessment; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.

Failure to adhere to these practices may constitute a test irregularity or a breach of test security and must be reported and investigated according to state and local testing policies.

Ethical Testing Practices

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

Standardization

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure test results reflect actual student learning.

Test Security

Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return all materials as instructed.

Refer to Fact Sheet ELL-7 in Section 8 for detailed rules for the administration of specific accommodations.

NOTE: All staff involved in any way with State testing are required to become familiar with and comply with the State regulation governing Test Administration and Data Reporting Policies and Procedures (Code of Maryland Regulations [COMAR] 13A.03.04. In addition, all staff are required to comply with procedures for each testing program and which are outlined in the Test Administration and Coordination Manual (TACM) and Examiner's Manual for each assessment.

The following code of ethics conforms to the Standards for Educational and Psychological Testing developed by the American Education Research Association, the American Psychological Association, and the National Council on Measurement in Education:

IT IS A BREACH OF PROFESSIONAL ETHICS FOR SCHOOL PERSONNEL TO PROVIDE VERBAL OR NONVERBAL CLUES OR ANSWERS, TEACH ITEMS ON THE TEST, SHARE WRITING PROMPTS, COACH, HINT, OR IN ANY WAY INFLUENCE A STUDENT'S PERFORMANCE DURING THE TESTING SITUATION. A BREACH OF ETHICS MAY RESULT IN INVALIDATION OF TEST RESULTS AND LOCAL EDUCATION AGENCY (LEA) OR MSDE DISCIPLINARY ACTION.

VIOLATION OF TEST SECURITY CAN RESULT IN PROSECUTION AND/OR PENALTIES AS IMPOSED BY THE MARYLAND STATE BOARD OF EDUCATION AND/OR THE STATE SUPERINTENDENT OF SCHOOLS IN ACCORDANCE WITH COMAR 13A.03.04 AND 13A.12.05.

Step 5: Evaluating and Improving Accommodations Used in Instruction and Assessment of English Language Learners (ELLs)

Accommodations must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure the meaningful participation of ELL students in state-wide and district-wide assessments. Data on the use and impact of accommodations during assessments may reveal questionable patterns of accommodations use, as well as support the continued use of some accommodations or the rethinking of others. Examination of the data may also indicate areas in which the ELL team and test administrators need additional training and support.

In addition to collecting information about the use of accommodations within the classroom, information also needs to be gathered on the implementation of accommodations during assessment. Observations conducted during test administration, interviews with test administrators, and talking with students after testing sessions will likely yield data that can be used to guide the formative evaluation process at the school or district level and at the student level. Information on the use of accommodations can be feasible to collect when it is coded on the test form with other student information. Accommodation information can be analyzed in different ways. Here are some questions to guide data analysis at the school and district level and the student level.

Questions to Guide Evaluation of Accommodation Use at the School and District Level

1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?
3. Are students receiving accommodations as documented in their ELL plans?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
5. How many ELL students are receiving accommodations?
6. What types of accommodations are provided and are some used more than others?

7. How well do students who receive accommodations perform on state and local assessments? If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, or using the accommodations that were not effective?

Questions to Guide Evaluation at the Student Level

1. What accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations are used versus when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, or using accommodations that were ineffective?
3. What is the student's perception of how well the accommodation worked?
4. What combinations of accommodations seem to be effective?
5. What are the difficulties encountered in the use of accommodations?
6. What are the perceptions of teachers and others about how the accommodation appears to be working?

Refer to Tool ELL-6 in Section 9 for further information.

These questions can be used to formatively evaluate the accommodations used at the student level, as well as the school or district levels. School- and district-level questions can be addressed by a committee responsible for continuous improvement efforts, while the student-level questions need to be considered by the ELL team. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire ELL team should contribute to the information gathering and decision-making processes.

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Section 8: Accommodations Fact Sheets for English Language Learners (ELLs)

Fact Sheet ELL-1

Presentation Accommodations

NOTE: Fact Sheet ELL-1 is the corresponding document for ELL students to Fact Sheet SWD-1 (Section 5) for SWD. If a student is both ELL and SWD, the accommodations should be identified through the IEP process, using the Fact Sheets in Section 5 of the MAM.

What are Presentation Accommodations?

Presentation accommodations allow students to access instruction and assessments in ways that do not require them to visually read standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations.

Who Can Benefit from Presentation Accommodations?

Students who benefit most from presentation accommodations are those students whose ability to decode written English is limited due to lack of exposure to the English language.

Accommodations Conditions

Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

- (1) Instruction: Use in Instruction (I)—the accommodation is applicable to instructional situations;
- (2) Assessment: Standard Administration (A)—the accommodation described is permitted for assessment and results in a standard administration of the assessment; or
- (3) Not Applicable (N/A)—the accommodation is not applicable to a testing situation.

Asterisks (*) are used to indicate restrictions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis. The accommodations codes for ELL students in Section 8 are not always sequential (i.e., there are gaps in the code numbering), due to the fact that not all accommodations are allowable for ELL students.

Auditory Presentation Accommodations	Conditions for Use In Instruction and Assessment
<p>1-F: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Entire Test</p> <p>Human Reader: A qualified person may be provided to read orally to students who are unable to decode English text. This accommodation may be appropriate for those ELL students who meet one or more of the following criteria: (1) the student has had one or more instances of interruption in schooling of 6 months or more in a block as documented via parent reporting or on registration forms, (2) the student has little or no literacy in his or her native language, and/or (3) the student is significantly behind (i.e., the student has an ELPT proficiency level of 2 or lower on the Reading and writing sections) in the ability to decode grade-level text in English.</p> <p>Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school Mathematics and Science. Graphic materials may be described, but should also be made available in print or tactile formats. Best practices typically call for readers to be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This is difficult when a person is Reading to an entire group of students. However, verbatim Reading to a group of students is permitted in testing if the accommodation is provided to the student on that basis during regular ongoing instruction.</p> <p>Audio tape or Compact Disk Recording: Written tests and instructional materials are prerecorded on an audio cassette or compact disk that a student accesses by listening. Classroom directions, assignments, and lectures could also be recorded. When taping lectures, students should sit near the front of the classroom, use a small microphone, and tape only parts of the class that can clearly be replayed (e.g., turn the tape recorder off during small group discussions). Advantages include ease of operation and low costs. The greatest difficulty with an audio cassette is rewinding if a student wants to repeat material. This is not as difficult with a CD that can be programmed. Audio versions of tests and other written materials need to be supplemented with a print or Braille version of the text so that a student can have access to complicated graphic material. When using a two-sided cassette tape, students may need to be reminded to play the other side. Spot check audio formats before use to make sure everything is working properly. Copyright issues may need to be addressed. Audiotapes and CDs must be signed out, collected, and kept in a secure location.</p> <p>NOTE: For online tests, the verbatim Reading accommodation 1-F may be implemented by having the accommodator read either from the paper-and-pencil test edition, or from the computerized online test edition. Another alternative is to have the test administrator set up an “audio test,” in which embedded “WAV files” of a recorded human reader are embedded in the computer-delivered test.</p>	<p>I, A*</p>

* Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of

- (1) the Maryland School Assessment (MSA) in Reading, grade 3 ONLY, which assesses a student’s ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary Reading material) but will not receive a score for standard 1, general Reading processes;
- (2) the Maryland Functional Reading Test and
- (3) the ELPT. This accommodation is not permitted for students classified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student’s IEP.

Fact Sheet ELL-1 (continued)

Auditory Presentation Accommodations <i>(continued)</i>	Conditions for Use In Instruction and Assessment
<p>1-G: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Selected Sections of Test (See previous accommodation for explanation.)</p>	I, A*
<p>1-K: Recorded Books Recorded Books are produced on tape or CD and can be borrowed from libraries or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. Some of the tapes contain the full book and some are abridged (e.g., Reader's Digest version). These tapes play on standard cassette or CD players. Tapes or CDs for children often include a book for following along. Students who can see print may want to get a print copy of a taped book to follow along.</p>	I, N/A
Multi-Sensory Presentation Accommodations	
<p>1-L: Video Tape Many books have been made into movies, giving students a visual and auditory way to access literature. Videotapes are now often closed-captioned. Captions are visible when activated by a decoder. Built in decoders are required on all 13-inch or larger television sets.</p> <p>NOTE: No Maryland assessments currently incorporate video-taped stimulus materials. However, if video tape is used, students must have access to closed captioning on video materials, as appropriate.</p>	I, N/A
<p>1-M: Screen Reader for Verbatim Reading of Entire Test A screen reader is a computer application that converts text to synthesized speech to Braille (read with an auxiliary Braille display). Computer literacy is essential for screen reader use. Screen Reading software allows students to listen to text as it is displayed on a computer screen. Students can choose to listen to any text multiple times. Some products work by having a student lay a page on a scanner. When a student activates the machine, it reads the text aloud using an optical character recognition (OCR) system. Mathematics formulas are sometimes displayed on the screen as graphics that cannot be read by a screen reader.</p> <p>NOTE: For online assessments, the verbatim Reading accommodation 1-M must be implemented by providing the student with the Kurzweil™ 3000 test edition. The computerized online test edition does not currently have screen reader capability.</p>	I, A*

* This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP. Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of

- (1) the Maryland School Assessment (MSA) in Reading, grade 3 ONLY, which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary Reading material) but will not receive a score for standard 1, general Reading processes, and
- (2) the Maryland Functional Reading Test.

Any screen reader may be used for instruction, but the only screen reader currently supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 screen reader for testing, students must have used a screen reader in instruction and have had an opportunity to become familiar with the operation of the Kurzweil™ 3000 interface. Although a human reader is always permissible to deliver a verbatim Reading accommodation, the State encourages the use of screen readers on state testing, to promote standardization of the verbatim Reading accommodation.

Fact Sheet ELL-1 (continued)

Multi-Sensory Presentation Accommodations (continued)	Conditions for Use In Instruction and Assessment
<p>1-N: Screen Reader for Verbatim Reading of Selected Sections of Test (See previous accommodation for explanation.)</p>	I, A*
<p>1-P: Notes, Outlines, and Assessments Written notes may be taken by another student and copied. A teacher could provide a print copy of instructions and assignments. Students could also be given a detailed outline of the material to be covered during the class period and an outline of material to be covered (syllabus) at the beginning of each grading period.</p>	I, N/A
<p>1-Q: Talking Materials Many classroom materials are now available with auditory components. These talking materials include calculators, “talking” clocks, thermometers, timers, and voltmeters. When selecting this accommodation, care should be taken to ensure that other appropriate accommodations such as setting (to minimize distraction to other students) or timing are also selected.</p>	I, N/A

Other Presentation Accommodations	
<p>1-R: Other Other accommodations not specifically mentioned above may be proposed by the Local Accountability Coordinator, or ESOL Staff. Other accommodations must be approved by MSDE’s Division of Accountability and Assessment, and ESOL staff. NOTE: Accommodations related to English Language Proficiency are not permitted for use on the English Language Proficiency Test (ELPT).</p>	Determined on a case-by-case basis in consultation with MSDE

* This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student’s IEP. Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of

- (1) the Maryland School Assessment (MSA) in Reading, grade 3 ONLY, which assesses a student’s ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary Reading material) but will not receive a score for standard 1, general Reading processes, and
- (2) the Maryland Functional Reading Test.

Any screen reader may be used for instruction, but the only screen reader currently supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 screen reader for testing, students must have used a screen reader in instruction and have had an opportunity to become familiar with the operation of the Kurzweil™ 3000 interface. Although a human reader is always permissible to deliver a verbatim Reading accommodation, the State encourages the use of screen readers on state testing, to promote standardization of the verbatim Reading accommodation.

Fact Sheet ELL-2

Response Accommodations

NOTE: Fact Sheet ELL-2 is the corresponding document for ELL students to Fact Sheet SWD-2 (Section 5) for SWD. If a student is both ELL and SWD, the accommodations should be identified through the IEP process, using the Fact Sheets in Section 5 of the MAM.

What are Response Accommodations?

Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer.

Who can Benefit from Response Accommodations?

Response accommodations can benefit students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization).

Accommodations Conditions

Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

- (1) Instruction: Use in Instruction (I)—the accommodation is applicable to instructional situations;
- (2) Assessment: Standard Administration (A)—the accommodation described is permitted for assessment and results in a standard administration of the assessment; or
- (3) Not Applicable (N/A)—the accommodation is not applicable to a testing situation.

Asterisks (*) are used to indicate restrictions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis.

Fact Sheet ELL-2 (continued)

Response Accommodations	Conditions for Use In Instruction and Assessment
<p>2-A: Scribe</p> <p>A scribe is someone who writes down what a student dictates by an assistive communication device, pointing, communication by the student via interpretation/transliteration (examples include American Sign Language, signed English, and Cued Speech), or speech. Much skill is involved in being a scribe, a skill that requires extensive practice. A scribe may not edit or alter student work in any way, and must record word-for-word exactly what the student has dictated. Scribes must allow the student to review and edit what the scribe has written. A person who serves as a scribe needs to be carefully prepared to assure that they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write what is dictated, no more and no less.</p> <p>The scribe for an ELL student should be someone who is familiar with the student's accent and will recognize the words which a student is saying without writing down unusual phonetic spellings. This accommodation may be appropriate for those ELL students who meet one or more of the following criteria: (1) student has had one or more instances of interruption in schooling of 6 months or more in a block as documented in parent reports or on a registration form, (2) the student has little or no literacy in his or her native language, and/or (3) the student is significantly behind (defined as an ELPT proficiency level of 2 or lower on the Reading and writing sections) in the ability to decode grade-level text in English.</p> <p>NOTE: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP.</p> <p>For the online tests, the scribe accommodation may be implemented in one of two ways, depending on which way best meets the needs of the particular student: (1) the scribe may write in the paper-and-pencil test edition Test/Answer Book, or (2) the scribe may enter student responses directly onto the computer using the online test edition.</p>	I, A
<p>2-E: Electronic Note-Takers and Word Processors</p> <p>Students may use an electronic device to create written responses in English or for note-taking.</p> <p>NOTE: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP.</p>	I, A
<p>2-F: Tape Recorder</p> <p>A student uses a tape recorder to record class work or test responses rather than writing on paper. For assessment, a certified test examiner must transcribe the taped responses into a regular Answer Book. This accommodation may be appropriate for those ELL students who meet one or more of the following criteria: (1) student has had one or more instances of interruption in schooling of 6 months or more in a block as documented in parent reports or on a registration form, (2) the student has little or no literacy in his or her native language, and/or (3) the student is significantly behind (defined as an ELPT proficiency level of 2 or lower on the Reading and writing sections) in the ability to decode grade-level text in English.</p> <p>NOTE: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP.</p>	I, A

Fact Sheet ELL-2 (continued)

Response Accommodations <i>(continued)</i>	Conditions for Use In Instruction and Assessment
<p>2-G: Respond on Test Booklet</p> <p>This accommodation allows a student to write directly in a test booklet rather than on an answer sheet (e.g., scannable “bubble” sheet). For assessment, a certified test examiner must transfer the student’s responses into a regular Answer Book.</p> <p>For students taking the MSA and/or the MSA Science assessments, those tests no longer have a separate answer document: all students respond on a combination Test/Answer Book at all grades, so accommodation 2-G will not be necessary for those tests.</p>	A
<p>2-H: Monitor Test Response</p> <p>Monitor placement of student responses on the answer sheet. Students who are able to use bubbled answer sheets may benefit from having an adult simply monitor the placement of their responses, to ensure that they are actually responding to the intended question.</p>	I, A
Materials or Devices Used to Solve or Organize Responses	
<p>2-K: Spelling and Grammar Devices</p> <p>The use of a dictionary may be allowed on assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spellcheckers. Students enter an approximate spelling and then see or hear the correct spelling or correct use of a word. Students who use a word processor may be allowed to use a spell check or other electronic spelling device.</p> <p>NOTE: This accommodation is permitted for RELL students, if needed and used in regular instruction.</p>	I, A*
<p>2-N: Bilingual Dictionaries</p> <p>Students identified as English language learners who have an ELL Plan may use published or electronic bilingual dictionaries. Allowable dictionaries and devices do not contain definitions of English words in the student’s native language.</p>	I, A
Other Response Accommodations	
<p>2.Q: Other</p> <p>Other-proposed by Local Accountability Coordinator; or ELL staff; and approved by MSDE Assessment Office and ESOL staff.</p>	Determined on a case-by-case basis in consultation with MSDE

* Spelling and grammar devices are not permitted to be used on the English High School Assessment.

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Fact Sheet ELL-3

Timing and Scheduling Accommodations

NOTE: Fact Sheet ELL-3 is the corresponding document for ELL students to Fact Sheet SWD-3 (Section 5) for SWD. If a student is both ELL and SWD, the accommodations should be identified through the IEP process, using the Fact Sheets in Section 5 of the MAM.

What are Timing and Scheduling Accommodations?

Timing and scheduling accommodations change the allowable length of time to complete assignments, tests, and activities, and may also change the way the time is organized. Timing accommodations give students the time and the breaks they need to complete activities, assignments, and tests. Other changes may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or test takes place.

Who can Benefit from Timing and Scheduling Accommodations?

Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, scribe).

Students who cannot concentrate continuously for an extended period, or who become frustrated or stressed easily may need frequent or extended relaxation breaks. It may also help to schedule classes and tests that require the greatest concentration in the morning for students who have difficulty concentrating and staying on task as the day progresses. Scheduling changes might also be helpful for students on medications that affect their ability to stay alert, or who have more productive times of the day.

Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For example, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling tests and activities around the eating schedule, or by allowing food to be taken to the classroom or testing site. Students who fatigue easily may need to take some academic classes and tests before rather than after a physical education class or recess, or may need to reduce physical activity.

Accommodations Conditions

Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

- (1) Instruction: Use in Instruction (I)—the accommodation is applicable to instructional situations;
- (2) Assessment: Standard Administration (A)—the accommodation described is permitted for assessment and results in a standard administration of the assessment; or
- (3) Not Applicable (N/A)—the accommodation is not applicable to a testing situation.

Asterisks (*) are used to indicate restrictions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis.

Fact Sheet ELL-3 (continued)

Timing and Scheduling Accommodations	Conditions for Use In Instruction and Assessment
<p>3-A: Extended Time</p> <p>Extended time may require a student’s ELL team to determine a fairly specific amount of extra time to complete assignments, projects, and tests. For timed tests, a standard extension may be time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60 minute limit. Double time may also be allowed. Decisions should be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of assignments, tests, and activities. Usually “unlimited” time is not appropriate or feasible. Sometimes students who request extended time end up not needing it because of the reduction in anxiety just knowing that plenty of time is available. Students who have too much time may lose interest and motivation to do their best work.</p> <p>Teachers and test examiners must make certain that the extended time accommodation is selected when other accommodations (such as human reader or text reader) which may increase the time needed for the student to respond are chosen.</p> <p>NOTE: This accommodation is permitted for RELL students, if needed and used in regular instruction.</p>	I, A
<p>3-B: Multiple or Frequent Breaks</p> <p>Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities. Sometimes a student is allowed to take breaks when individually needed. Sometimes test booklets are divided into shorter sections so that students can take a break between sections of a test (sometimes referred to as “short segment test booklets”). If the length of a break is predetermined, a timer might be used to signal the end of the break. Breaks during testing must be supervised, in order to maintain test security.</p> <p>NOTE: This accommodation is permitted for RELL students, if needed and used in regular instruction.</p>	I, A

Fact Sheet ELL-3 (continued)

Timing and Scheduling Accommodations <i>(continued)</i>	Conditions for Use In Instruction and Assessment
<p>3-C: Change Schedule or Order of Activities – Extend Over Multiple Days</p> <p>If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. Students are allowed to complete activities and take tests over multiple days – completing a portion each day. This is usually done to reduce fatigue. When implementing this accommodation for testing, test examiners, STCs and LACs must take appropriate precautions to ensure that security of test items is not compromised, and that students are not permitted to return to a test section which was completed on a previous day.</p> <p>Accommodation 3-C is not permitted for the High School Assessments unless justified in writing by the school principal and specifically approved by the LAC and MSDE. <i>See Tool SWD-7 in Section 6 of MAM for more information.</i></p> <p>NOTE: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student’s IEP.</p>	I, A
<p>3-D: Change Schedule or Order of Activities – Within One Day</p> <p>If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. When implementing this accommodation for testing, test examiners, STCs and LACs must take appropriate precautions to ensure that security of test items is not compromised, and that students are not permitted to return to a test section which was completed during a previous portion of the testing day.</p> <p>NOTE: Students who require accommodation 3-D on the MSA Science assessment must take the paper-and-pencil test edition, as this accommodation is not feasible using the computerized online test edition.</p> <p>NOTE: This accommodation is permitted for RELL students, if needed and used in regular instruction.</p>	I, A
Other Timing and Scheduling Accommodations	
<p>3-E: Other</p> <p>Other-proposed by Local Accountability Coordinator; or ELL staff; and approved by MSDE Assessment Office and ESOL staff.</p>	Determined on a case-by-case basis in consultation with MSDE

Fact Sheet ELL-4

Setting Accommodations

NOTE: Fact Sheet ELL-4 is the corresponding document for ELL students to Fact Sheet 4 (Section 5) for SWD. If a student is both ELL and SWD, the accommodations should be identified through the IEP process, using the Fact Sheets in Section 5 of the MAM.

What are Setting Accommodations?

Setting accommodations change the location in which a student receives instruction or participates in an assessment, or the conditions of an instructional or assessment setting. Students may be allowed to sit in a different location than the majority of students in order to reduce distractions to themselves or others, or to increase physical access or access to special equipment. Some students may need changes in the conditions of an instructional setting. Every instructional and assessment setting should have good lighting and ventilation, with a comfortable room temperature, and should be as free as possible from noise, traffic and other interruptions. Chairs should be comfortable and tables at an appropriate height with sufficient room for materials. Staff should check that all needed materials and equipment are available and in good condition.

Who can Benefit from Setting Accommodations?

Changes in instructional and assessment locations can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations (e.g. reader, scribe, frequent breaks) that might distract other students. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.

Accommodations Conditions

Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

- (1) Instruction: Use in Instruction (I)—the accommodation is applicable to instructional situations;
- (2) Assessment: Standard Administration (A)—the accommodation described is permitted for assessment and results in a standard administration of the assessment; or
- (3) Not Applicable (N/A)—the accommodation is not applicable to a testing situation.

Fact Sheet ELL-4 (continued)

Asterisks (*) are used to indicate restrictions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis.

Fact Sheet ELL-4 (continued)

Setting Accommodations	Conditions for Use In Instruction and Assessment
<p>4-A: Reduce Distractions to the Student</p> <p>A setting accommodation to reduce distractions would allow a student to do individual work or take tests in a different location, usually in a place with few or no other students. Changes may also be made to a student's location within a room. For example, a student who is easily distracted may not want to sit near windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students. Sitting close to the speaker and away from background noises may be helpful. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful for students who are easily distracted. Some students concentrate best while wearing noise buffers such as earphones, earplugs, or headphones. ELL students may need to have assessment administered by their regular ESOL teacher in order to maximize language comprehensibility.</p> <p>NOTE: This accommodation is permitted for RELL students, if needed and used in regular instruction.</p>	I, A
<p>4-B: Reduce Distractions to Other Students</p> <p>A setting accommodation should be considered for students receiving human reader, scribe, or other accommodations that may distract other students in the classroom or testing situation.</p> <p>NOTE: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP.</p>	I, A
<p>4-C: Change Location to Increase Physical Access or to Use Special Equipment – Within School Building</p> <p>Some students may need equipment that requires specific locations for learning and assessment. For example, a student who uses a computer for word processing might need to complete assignments and take tests in a computer lab.</p> <p>NOTE: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP.</p>	I, A
Other Setting Accommodations	
<p>4-E: Other</p> <p>Other-proposed by Local Accountability Coordinator; or ESOL staff; and approved by MSDE Assessment Office and ESOL staff.</p>	Determined on a case-by-case basis in consultation with MSDE

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Fact Sheet ELL-5

Examples of Accommodations Based on Student Characteristics

The purpose of this chart is to demonstrate the parallel between differentiated instructional strategies for English language learners and allowable testing accommodations for ELL students. The chart includes a sample of essential strategies recommended for providing differentiated instruction for English language learners across all content areas. This document may be useful in guiding the discussions of the ELL teams to determine the instructional differentiation that relates to the applicable accommodations for school-based and county- and state-mandated assessments.

Category	Strategies for Differentiated Instruction	State Permitted Testing Accommodations*
Presentation	<ul style="list-style-type: none"> • Provide ample repetition of language and tasks: repeat, restate, rephrase, review, reread • Keep explanations and directions brief and concise—focus on key concepts and vocabulary • Highlight and explicitly teach key vocabulary needed to accomplish the assigned task • Enhance oral presentations with nonverbal (e.g. visual) and written support, graphic organizers, and modeling • Allow students time to check and discuss understanding of directions and material with peers • Present material through multiple, diverse modes, using audio-visual and other technology (e.g. audio-books) • Introduce and develop new vocabulary visually to the lower level students by using a picture dictionary and other visual aids • Use of electronic devices to present content to students • Use bilingual dictionaries during Reading and writing assignments in order to clarify meaning when possible • Use leveled texts or adapt texts by shortening or simplifying language to make the content more accessible • Use technology and multimedia (e.g, software such as inspiration, books on tape, etc.) and graphic organizers 	<ul style="list-style-type: none"> • Human reader, audiotape or CD for entire test • Human reader, audiotape or CD for selected sections of test • Screen reader for entire test • Screen reader for selected sections of test

* Additional accommodations may be provided for ELL students with IEPs or 504 Plans.

Fact Sheet ELL-5 (continued)

Category	Strategies for Differentiated Instruction	State Permitted Testing Accommodations*
Response	<ul style="list-style-type: none"> • Encourage and allow for non-verbal responses such as pointing, nodding, pictures, manipulatives, and graphic organizers • Adjust expectations for language output (e.g. student speaks in words and phrases, simple present tense statements) • Allow shortened responses • Require fewer assignments (focus on the quality of a reduced number of instructional objectives) • Pair ELLs with strong speakers and writers (buddies) • Encourage “buddies” to take a dictated response during pair work • Requiring explanations of concepts that ELLs can better express orally • Allow ELLs to dictate responses into a tape-player as evidence of completion of assigned written work • Use bilingual dictionaries during Reading and writing assignments in order to clarify meaning when possible 	<ul style="list-style-type: none"> • Respond on Test Booklet • Scribe • Tape Recorder • Monitor Test Response • Bilingual Dictionary

*Additional accommodations may be provided for ELL students with IEPs or 504 plans.

Fact Sheet ELL-5 (continued)

Category	Strategies for Differentiated Instruction	State Permitted Testing Accommodations*
Timing/Scheduling	<ul style="list-style-type: none"> • Chunk instruction into shorter segments to allow for monitored breaks • Expand assignments over a longer period • Extend wait time for oral and written participation and responses • Plan most challenging tasks and subjects earlier in the day or period — or other best time for student 	<ul style="list-style-type: none"> • Multiple or frequent breaks • Change schedule or order of activities – extend over multiple days (with LAC and MSDE approval) • Extended Time • Change schedule or order of activities – within one day
Setting	<ul style="list-style-type: none"> • Seat ELL close to speaker, screen, or reader • Dedicate support staff to work with ELL in addition to classroom teacher • Provide small-group instruction • Pair or group ELL with “buddies” who will assist with modeling and explaining tasks • Work one-on-one with student 	<ul style="list-style-type: none"> • Reduce distractions to student • Reduce distractions to other students • Change location to increase physical access or use special equipment – within school building

* Additional accommodations may be provided for ELL students with IEPs or 504 plans.

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Fact Sheet ELL-6

Dos and Don'ts When Selecting Accommodations

Do...make accommodation decisions based on individualized needs.

Don't...make accommodations decisions based on whatever is “easiest” to do (e.g., preferential seating).

Do...select accommodations that reduce the effect of the student's level of English language proficiency, in order to provide access to instruction and demonstrate learning.

Don't...select accommodations that are unrelated to documented student learning needs or are intended to give students an unfair advantage.

Do...make sure to document instructional and assessment accommodation(s) on the ELL plan.

Don't...use an accommodation that has not been documented on the ELL plan.

Do...be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.

Don't...assume all instructional accommodations are appropriate for use on assessments.

Do...be specific about the “Where, When, Who, and How” accommodations will be provided.

Don't...just indicate an accommodation(s) will be provided “as appropriate” or “as necessary.”

Do...refer to state accommodations policies and understand implications of selections.

Don't...check every accommodation possible on a checklist simply to be “safe.”

Do...evaluate accommodations used by the student.

Don't...assume that the same accommodations remain appropriate year after year.

Do...get input about accommodations from teachers, parents, and students, and use to make decisions at ELL meetings.

Don't...make decisions about instructional and assessment accommodations alone.

Do...provide accommodations for assessments that are routinely used for classroom instruction.

Don't...provide an assessment accommodation for the first time on the day of a test.

Do...select accommodations based on specific individual needs in each content area.

Don't...assume certain accommodations, such as extra time, are appropriate for every student in every content area.

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Fact Sheet ELL-7

Rules for Administering Specific Accommodations

The following rules must be used to guide the administration of commonly used assessment accommodations. Questions or concerns about the application of these rules must be brought to the attention of the LAC, who will consult with MSDE, to provide necessary clarification in unusual circumstances.

Presentation Accommodations

Verbatim Reading of Test Directions/Items

Test readers must ensure that all students understand what is expected of them, when Reading test directions aloud. Students must have an opportunity to ask questions and understand how to mark their answers before they begin taking the test. Test readers must be prepared to answer questions about item format, scoring rules, and timing. However, test readers must not answer questions about specific test items. When Reading test items aloud, test readers must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word, exactly as written. Readers may not clarify, elaborate, or provide assistance to or translate materials for students to or from English and/or to or from the student's native language.

Audio Tape or Compact Disk

Test examiners must monitor student movement through audio versions to make sure the student maintains the appropriate place in the test and the audio version is playing properly. When using a two-sided cassette tape, students may need to be reminded to play the other side. Test examiners must spot check audio formats before use to make sure the equipment and media are functioning properly.

Response Accommodations

Respond on Test Booklet

This accommodation allows the test-taker to indicate responses directly in the test booklet and have a certified test examiner transfer the responses to the regular answer document after the student has completed the test. Many paper-based State tests now include a combined Test/Answer Book on which all students will record their responses.

Fact Sheet ELL-7 (continued)

Dictation to Scribe

Scribes may be provided for students who are English language learners who have little or no literacy in their native language and whose native language has a written form that differs from English (e.g., Chinese, Russian, Arabic, etc.), making it difficult for the student to physically create written English. Scribes must be impartial and experienced in transcription. Scribes must write exactly what the student dictates. Scribes must not affect the outcome of a test in any way. Scribes are not allowed to elaborate on what is being written. They cannot answer or explain anything to the student during testing and must be careful not to give “hints” of any type. Scribes should request clarification from the students about the use of capitalization, punctuation, and the spelling of key words, and must allow the student to review and edit what the scribe has written.

Timing and Scheduling Accommodations

Provide Extended Time

Timed tests usually require students to request a fairly specific amount of extra time. For example, a common extension is time and one half. (This means that for a test that normally takes 60 minutes, a student may be allowed 90 minutes.) However, decisions as to how much extended time is provided must be made on a case-by-case basis for each individual student, not for any category of students as a group, keeping in mind the type of accommodations being provided, the level of the student’s English language proficiency, and the type of test. For example, if a reader or scribe is used, double time may be appropriate. Usually “unlimited” time is not appropriate or feasible.

Setting Accommodations

Supervised Test Locations

It may be difficult to find testing locations that are private and free of distractions, especially when many students in a building are tested at the same time. Each student tested in a private location must be under the supervision of a certified test examiner and each accommodator and test examiner must have clear instructions and training on the appropriate test administration procedures. These requirements apply to students tested in all locations—whether it be in the regular school building or in another alternative school setting.

Section 9: Accommodations Tools for English Language Learners (ELLs)

Tool ELL-1

Access Needs that May Require Accommodations

Directions: Use these questions to identify various types of Presentation, Response, Timing/Scheduling, and/or Setting accommodations for students who are English language learners. The list is not exhaustive—its purpose is to prompt members of IEP teams to consider a wide range of accommodation needs. Use the list in planning by indicating **Y** (Yes), **N** (No), or **DK/NA** (Don't Know or Not Applicable).

	Y	N	DK/NA
Presentation Accommodations			
1. Is the student able to read and understand directions in English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Can the student follow oral directions in English from an adult or audiotape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the student need directions in English repeated frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student have low/poor English Reading skills that may require the Reading of tests or sections of tests that do not measure Reading comprehension in order to demonstrate knowledge of subject areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Response Accommodations			
5. Does the student use a word processor to complete homework assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the student use a tape recorder to complete assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the student use the services of a scribe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timing/Scheduling Accommodations			
8. Can the student work continuously for the length of time allocated for standard test administration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the student use other accommodations or equipment which require more time to complete test items (e.g., scribe, use of bilingual dictionary, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting Accommodations			
10. Do others easily distract the student and/or does he/she have difficulty remaining on task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the student require any specialized equipment or other accommodations that may be distracting to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Do any physical accommodations need to be made for the student in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tool ELL-2

Accommodations from the Student's Perspective

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used, however, make sure that the student understands the concept of an "accommodation," providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

1. Think about all the classes you are taking now, which is your best class?

2. Explain what you do well in this class.

The things you said you can do well above are your strengths. For example, you may have mentioned Reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. Also, if you said, for example, you really like the subject, have a good memory, and you work hard in class, these are also examples of your strengths.

3. Now ask yourself, what class is hardest?

4. What's the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, Reading the book, taking tests, listening, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

5. In the "Class" box below, write down all of the classes you are taking now. Then look at a list of accommodations. Next to each class, write down what accommodation(s) you think might be helpful for you.

Classes	Accommodations

Tool ELL-3

Assessment Accommodations Plan

Student Information _____

Name _____

Date of Assessment _____ Year _____ Building/School _____

Name of Assessment _____ General Education Teacher _____

Is the ELL student also an SWD with an IEP in effect? Yes No

Assessment accommodations student needs for this assessment and date arranged: Date

1. _____
2. _____
3. _____
4. _____

Comments: _____

Person responsible for arranging accommodations and due date: Date

1. _____
2. _____
3. _____
4. _____

Comments: _____

Room Assignment for Assessment: _____

Planners for this process (signatures): _____

Adapted from Thurlow, Elliott, Ysseldyke (2003)

Tool ELL-4

Assessment Accommodations Agreement

Here is an example of a form a student could carry on test day. This type of format puts the student in charge (building self advocacy skills) and sets the expectation that, with these accommodations, the student can show what he/she knows on the test. Some accommodations (e.g., special test editions) need to be arranged long before test day, but should still be included on this list to make sure the student receives the correct test booklet. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently. The student should present the list of necessary accommodations to the test administrator or teacher.

I, _____
(Student's Name)

need the following accommodations to take this test:

If you need more information about these accommodations, you can talk to:

(Name of ESOL teacher, parent, principal, and/or related service provider)

Thank you for helping me to do my best on this test!

(Student Signature) (Date)

(Parent/Guardian Signature) (Date)

Tool ELL-5

Logistics Planning Checklist

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accommodations for an individual student. Use the checklist by indicating **Y** (Yes), **N** (No), or **DK/NA** (Don't Know or Not Applicable).

	Y	N	DK/NA
<i>Accommodations Throughout the Academic Year</i>			
1. Accommodations are documented on student's ELL plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student uses accommodations regularly and evaluates use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A master accommodations plan/data base listing assessment accommodation needs for all students tested is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Preparation for Test Day</i>			
4. Special test editions are ordered for individual students based on information contained in the master accommodations plan (e.g., audio tape, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/data base).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Trained readers and/or scribes are arranged for individual students (with back-up personnel identified available in case of absence on the part of the accommodators).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Special equipment is arranged and checked for correct operation (e.g., tape recorder, word processor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Accommodations on the Day of the Test</i>			
9. All eligible students receive accommodations as determined by their ELL Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provision of accommodations is recorded by test administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Substitute providers of accommodations are available as needed (e.g., readers, scribes).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Plans are made to replace defective equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tool ELL-5 (continued)

<i>Considerations After the Day of the Test</i>	<i>Y</i>	<i>N</i>	<i>DK/NA</i>
13. Responses are transferred to scannable answer sheets for students using special equipment and adapted test forms and response documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. All equipment is returned to appropriate locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Students who take make up tests receive needed accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Effectiveness of accommodations use is evaluated by test administrators and students and plans are made for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tool ELL-6

Accommodations Journal

One way to keep track of what accommodations work for a student is to support the student in keeping an “accommodations journal.” The journal lets the student be “in charge” and could be kept up-to-date through regular consultation with an ESOL teacher or other appropriate staff member. Just think how much easier it would be for an ELL team to decide which accommodations to document on a student’s ELL plan if the student came to the ELL meeting with a journal documenting all of these things:

- accommodations used by the student in the classroom and on tests;
- test and assignment results when accommodations are used and not used;
- student’s perception of how well an accommodation “works”;
- effective combinations of accommodations;
- difficulties of accommodations use; and
- perceptions of teachers and others about how the accommodation appears to be working.

In the spaces provided below, design and organize the use of an accommodations journal for one of your students. Answer these questions:

1. What would you include as headings for the journal?
2. When would the student make entries in the journal, and what types of support would the student need to make these entries?
3. With whom would the student share journal entries and when would it be done?
4. How could the journal be used in the development of a student’s ELL Plan?

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Tool ELL-7

Sample Plan for Elementary School Students Designated as English Language Learners (ELLs)

Information in this plan required under Federal Law (Title III, Sec. 3302, No Child Left Behind Act of 2001).
NOTE: This information may be contained in various documents in the student file, or may be summarized in a format similar to this one.

Date: _____

Interviewer: _____

GENERAL DATA

Student Name _____
Last First Middle

Student ID _____ School _____

Grade Placement _____ School Year _____

Current Address _____ Zip Code _____

Local School System _____

School Name/Number _____

Date of Birth _____ Age _____ Gender M F Country of Birth _____

Residency Status Immigrant Refugee

Language first spoken _____

Language spoken at home _____

Additional language(s) spoken _____

Date of entry in U.S. _____

LSS enrollment status (date) _____
Month Day Year

Full Name of Parent/Guardian/Sponsor _____
Last First Middle

Home phone _____ Work phone _____ Cell phone _____

Other Contact Person/Agency _____ Phone _____

School/home communication to parent/guardian requested in:

English Native Language Oral Written

Tool ELL-7 (continued)

Sample Plan for Elementary School Students Designated as English Language Learners (ELLs)

ACADEMIC HISTORY

Age Started School _____

Years in Preschool/K _____

Years in (1 – 5) _____

Retained in Grade(s) _____

Last Grade Completed _____

Interrupted Education Yes No Limited Schooling No Formal Schooling

List of Schools Attended

School Attended	City/Country	School Year	Grade	Age	Language of Instruction

Tool ELL-7 (continued)

Sample Plan for Elementary School Students Designated as English Language Learners (ELLs)

Has student received or been referred for special education? Yes No

Are there any concerns about your child's health or has your child had personal experiences that might have an impact on school performance? Yes No

Remarks _____

ENGLISH LANGUAGE PROFICIENCY TEST INFORMATION

Test Name	Score	Level	Category
ELPT – Oral			
ELPT – Reading			
ELPT – Writing			

ESOL Eligibility Yes No Test Date _____

LEVEL OF ACADEMIC ACHIEVEMENT

(Prior to enrollment in LSS)

(e.g., previous academic records, previous grade completed in native country, informal assessments in native language, etc.)

Subject	Below Level	On/Above Level	Method used to determine level	Information not available
Mathematics				
Reading				
Writing				

PROGRAM OPTIONS AVAILABLE

School Placement: _____

Tool ELL-7 (continued)

Sample Plan for Elementary School Students Designated as English Language Learners (ELLs)

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

Date of entry to an English Speaking School _____
Month Day Year

Student will participate in:

Annual English Language Proficiency Assessment _____ Year

State-required Assessment and Accountability Programs ___ Year

Accommodations will be provided

(Complete ELL Accommodations Form)

Accommodations will no longer be provided when the student's ELPT scores are:

• ELPT – Oral Level ____

• ELPT – Reading Level ____

• ELPT – Writing Level ____

PROGRAM EXIT/EXPECTED RATE OF TRANSITION

With regular school attendance and parental support, it is anticipated that the student will transition to full participation in classrooms that are not tailored for students with Limited English proficiency in _____ years.

Signatures of individuals approving the ELL Program Service Plan:

Principal or designee Date

ESOL and/or Classroom Teacher Date

ESOL Resource Teacher Date

Parent/Guardian Date

Tool ELL-8

Sample Plan for Secondary School Students Designated as English Language Learners (ELLs)

Information in this plan required under Federal Law (Title III, Sec. 3302, No Child Left Behind Act of 2001).
NOTE: This information may be contained in various documents in the student file, or may be summarized in a format similar to this one.

Date: _____

Interviewer: _____

GENERAL DATA

Student Name _____
Last First Middle

Student ID _____ School _____

Grade Placement _____ School Year _____

Current Address _____ Zip Code _____

Local School System _____

School Name/Number _____

Date of Birth _____ Age _____ Gender M F Country of Birth _____

Residency Status Immigrant Refugee

Language first spoken _____

Language spoken at home _____

Additional language(s) spoken _____

Date of entry in U.S. _____

LSS enrollment status (date) _____
Month Day Year

Full Name of Parent/Guardian/Sponsor _____
Last First Middle

Home phone _____ Work phone _____ Cell phone _____

Other Contact Person/Agency _____ Phone _____

School/home communication to parent/guardian requested in:

English Native Language Oral Written

Tool ELL-8 (continued)

Sample Plan for Secondary School Students Designated as English Language Learners (ELLs)

ACADEMIC HISTORY

Age Started School _____

Years in Preschool/K _____

Years in (1 – 5) _____

Retained in Grade(s) _____

Last Grade Completed _____

Interrupted Education Yes No Limited Schooling No Formal Schooling

List of Schools Attended

School Attended	City/Country	School Year	Grade	Age	Language of Instruction

Tool ELL-8 (continued)

Sample Plan for Secondary School Students Designated as English Language Learners (ELLs)

Has student received or been referred for special education? Yes No
 Are there any concerns about your child's health or has your child had personal experiences that might have an impact on school performance? Yes No

Remarks _____

ENGLISH LANGUAGE PROFICIENCY TEST INFORMATION

Test Name	Score	Level	Category
ELPT – Oral			
ELPT – Reading			
ELPT – Writing			

ESOL Eligibility Yes No Test Date _____

LEVEL OF ACADEMIC ACHIEVEMENT

(Prior to enrollment in LSS)

(e.g., previous academic records, previous grade completed in native country, informal assessments in native language, etc.)

Subject	Below Level	On/Above Level	Method used to determine level	Information not available
Mathematics				
Reading				
Writing				

TRANSCRIPT/GRADES

(For grades 9 – 12)

- Transcript/grades from previous schools evaluated
- Transcript/grades not available

MARYLAND HIGH SCHOOL GRADUATION STANDARDS

_____ Expected date of graduation
 Month Year

PROGRAM OPTIONS AVAILABLE

 School Placement: _____

Tool ELL-8 (continued)

Sample Plan for Secondary School Students Designated as English Language Learners (ELLs)

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

Date of entry to an English Speaking School _____
Month Day Year

Student will participate in:

Annual English Language Proficiency Assessment _____ Year

State-required Assessment and Accountability Programs ___ Year

Accommodations will be provided

(Complete ELL Accommodations Form)

Accommodations will no longer be provided when the student's ELPT scores are:

• ELPT – Oral Level ____

• ELPT – Reading Level ____

• ELPT – Writing Level ____

PROGRAM EXIT/EXPECTED RATE OF TRANSITION

With regular school attendance and parental support, it is anticipated that the student will transition to full participation in classrooms that are not tailored for students with Limited English proficiency in _____ years.

Signatures of individuals approving the ELL Program Service Plan:

Principal or designee Date

ESOL and/or Classroom Teacher Date

ESOL Resource Teacher Date

Parent/Guardian Date

Tool ELL-9A

Accommodations Documentation for English Language Learners (ELLs)

This form must be completed or updated within 45 calendar days from start of school year or student date of enrollment.

Student _____

School _____ Grade _____

Assessment(s) for which accommodation(s) is/are being proposed _____

Last English Language Proficiency (ELP) assessment date _____

Scores: Oral _____ Reading _____ Writing _____ Proficiency level _____

Assessment Accommodations below reflect accommodations also used in daily instruction.

ACCOMMODATION(S) PROVIDED (Check as appropriate):

1. Presentation None

- 1-F. Human reader, audio tape, or compact disk recording for verbatim Reading of entire test
- 1-G. Human reader, audio tape, or compact disk recording for verbatim Reading of selected sections of the test
- 1-M. Screen Reader for verbatim Reading of entire test
- 1-N. Screen reader for verbatim Reading of selected sections of test
- 1-Q. Talking materials
- 1-R. Other—proposed by Local Accountability Coordinator; Section or ELL staff; and approved by MSDE Assessment Office and ELL staff

2. Response None

- 2-A. Scribe
- 2-E. Electronic Note Takers and Word Processors
- 2-F. Tape recorder
- 2-G. Respond on test booklet
- 2-H. Monitor test response
- 2-K. Spelling and grammar devices (not permitted to be used on the English HSA)
- 2-N. Bilingual dictionaries
- 2-Q. Other—proposed by Local Accountability Coordinator; Section or ELL staff; and approved by MSDE Assessment Office and ELL staff

3. Timing and Scheduling None

- 3-A. Extended time
- 3-B. Multiple or frequent breaks
- 3-C. Change schedule or order of activities—Extend over multiple days
- 3-D. Change schedule or order of activities—within one day
- 3-E. Other—proposed by Local Accountability Coordinator; Section or ELL staff; and approved by MSDE Assessment Office and ELL staff

4. Setting None

- 4-A. Reduce distractions to the student
- 4-B. Reduce distractions to other students
- 4-C. Change location to increase physical access or to use special equipment within school building
- 4-E. Other—proposed by Local Accountability Coordinator; Section or ELL staff; and approved by MSDE Assessment Office and ELL staff

Tool ELL-9A (continued)

Accommodations Documentation for English Language Learners (ELLs)

Additional accommodations currently used in the classroom (e.g., notes, outlines and instructions, recorded books, etc): _____

Recommended by the following members of the ELL Team: (Check where appropriate) Date _____

_____ ESOL Teacher _____ Classroom Teacher _____ Reading Specialist _____ ESOL Contact Personnel

_____ Other (Please describe) _____

Committee Chair's Signature _____

Name printed _____ Date _____

Principal's Signature _____

Name printed _____ Date _____

Parent's Signature _____

Name printed _____ Date _____

MSDE recommends that an attempt be made to involve parents and have their signatures on file. However, if parent signatures are not available, then this form should be mailed to them and an explanation provided if requested.

Tool ELL-9B

Accommodations Documentation Update Form for English Language Learners (ELLs)

The accommodations plan may be updated if needed based on documented student progress within a school year. This form should be used as an addendum to Accommodations Tool 9-A to document any changes to an existing ELL accommodation plan in a given school year.

Reviewed by the following members of the ELL Team: (Check where appropriate) Date _____

_____ ESOL Teacher _____ Classroom Teacher _____ Reading Specialist _____ ESOL Contact Personnel

_____ Other (Please describe) _____

The following **changes** will be applied to the accommodation plan for school year _____

Action (Added or Deleted)	Accommodation	Rationale

Committee Chair's Signature _____

Name printed _____ Date _____

Principal's Signature _____

Name printed _____ Date _____

Parent's Signature _____

Name printed _____ Date _____

MSDE recommends that an attempt be made to involve parents and have their signatures on file. However, if parent signatures are not available, then this form should be mailed to them and an explanation provided if requested.

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Tool ELL-9C (continued)

Accommodations Documentation Form for Reclassified English Language Learners (RELLs)

Additional accommodations currently used in the classroom (e.g., notes, outlines and instructions, recorded books, etc): _____

Recommended by the following members of the ELL Team: (Check where appropriate) Date _____

_____ ESOL Teacher _____ Classroom Teacher _____ Reading Specialist _____ ESOL Contact Personnel
_____ Other (Please describe) _____

Committee Chair's Signature _____

Name printed _____ Date _____

Principal's Signature _____

Name printed _____ Date _____

Parent's Signature _____

Name printed _____ Date _____

MSDE recommends that an attempt be made to involve parents and have their signatures on file. However, if parent signatures are not available, then this form should be mailed to them and an explanation provided if requested.

Mod-MSA

Appendix A: IEP Team Decision-Making Process Eligibility Tool

This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-MSA for each relevant content area. If submitting a Mod-MSA appeal, this tool must be used and included with your documentation.

Date: _____ LEA number: _____

School: _____ Grade: _____

Student Name: _____ ID#: _____

D.O.B. _____ Disability Code: _____

Content Area: Reading Mathematics Science

IEP Team Chair: _____

(Team Chair signature verifies that all established criteria were considered.)

Team Members: Each Participant Should Print Name, Provide Title, and Sign/Date

Title	Signature	Date
Special Education Teacher (s)		
General Education Teacher (s)		
Team Member(s) (Individual(s) Who Is Qualified to Interpret Assessment Results)		
Parent(s)/Guardian*		
Others		

*If the parent does not attend the meeting and sign this form, attach documentation of parent notification and informed consent for the meeting along with notification of the decisions of the IEP team that were provided to the parent, if submitting this form as part of a Mod-MSA appeal.

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-MSA for each relevant content area. If submitting a Mod-MSA appeal, this tool must be used and included with your documentation.

<p>The student is learning based on the State’s approved grade-level Academic Content Standards for the grade for which the student is enrolled. There must be sufficient objective evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/her IEP.</p>	<p>Reading <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Mathematics <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Science <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards for the student’s grade-level during instruction and assessments. In addition, specific accommodations implemented in these instructional and assessment settings may include: test items that are less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student has had consecutive years of individualized intensive academic instruction intervention in Reading and/or Mathematics and/or Science consistent with his/her IEP, and although progress toward grade-level standards was made, he/she is not yet making progress at grade level.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student demonstrates that he/she cannot attain proficiency on the actual grade-level MSA, even with the provision of accommodations based on documented multiple valid and objective measures of student’s progress (or lack of progress). Examples include State assessments, district wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Alt-MSA: This student is eligible to participate in the Alt-MSA. (The student **does** have a significant cognitive disability.) Yes No

If answered "Yes", stop here. The student is not eligible to participate in the Mod-MSA.

Grade-Level Academic Content Standards: The goals and objectives on the student's IEP are based on grade-level academic Content Standards to support the student's involvement and progress in the general curriculum. The goals address skills specified in the academic content standard for the grade in which the student is enrolled and designed to monitor the student's progress in achieving the standard-based goals.

Reading: List specific page(s) of the IEP that reflect modifications: _____

Mathematics: List specific page(s) of the IEP that reflect modifications: _____

Science: List specific page(s) of the IEP that reflect modifications: _____

Grade Level Proficiency: The instructional performance in Reading and/or Mathematics identified on the IEP [as measured by documented valid and objective measures of the student's performance over time on a State's general assessment and other assessments to include end-of-course assessments, district-wide assessments, data gathered from classroom assessments or other formative assessments] is substantially below grade level.

Reading Yes No Mathematics Yes No Science Yes No

If yes, specify the instructional performance grade levels in Reading, Mathematics and/or Science identified on the IEP, as measured documented by and objective State assessment instruments, district wide assessments, and data gathered from classroom assessments that are designed for State assessment of achievement, that are substantially below grade level.

Assessment	Date Administered
MSA Reading Score:	
MSA Math Score:	
MSA Science Score:	
Other Measures	Date Administered
Reading:	
Math:	
Science:	

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Educational Interventions: The following instruction, general education interventions, and special education and related services for Reading, Mathematics and/or Science have been provided to the student:

Reading: Instruction in Reading in the general education curriculum for _____ years.

List specific school years _____

Intensive Reading interventions have been provided for _____ years.

List specific school years _____

List the specific research-based Reading interventions that are individualized for the student.

Grade-level Reading academic goals and objectives have been included in the student's IEP for _____ years.

Mathematics: Instruction in Mathematics in the general education curriculum for _____ years.

List specific school years _____

Intensive Mathematics interventions have been provided for _____ years.

List specific school years _____

List the specific research-based Mathematics interventions that are individualized for the student.

Grade-level Mathematics academic goals and objectives have been included in the student's IEP for _____ years.

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Science: Instruction in Science in the general education curriculum for _____ years.

List specific school years _____

List the specific Reading and/or Mathematics research-based interventions that are individual to the student, which have been used in Science instruction to support the student's progress in the general curriculum.

Related services provided:

Service _____ Years _____ Frequency _____

Service _____ Years _____ Frequency _____

Service _____ Years _____ Frequency _____

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Special Education Instruction

- Student has received special education instruction provided by qualified special education personnel outside the regular classroom for _____ number of years and _____ hours per day.
- Student has received special education instruction with qualified general and special education personnel in a co-taught model for _____ number of years and _____ hours per day.

List other research-based interventions provided to the student:

Grade-Level Progress: The student's progress toward grade-level academic Content Standards in response to appropriate instruction, designed to address the student's individual needs, is such that, even if significant growth occurs, the student will not achieve grade-level proficiency within the year covered by the student's IEP in the following area(s):

Reading Mathematics Science

Instruction: The student has had consecutive years of individualized, intensive academic instruction consistent with the IEP in the following area(s):

Reading Mathematics Science

List the most recent consecutive years that academic goals are included in the IEP for:

Reading _____

Math _____

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Accommodations: During instruction/assessment, the student receives accommodations on the IEP in the area(s) of:

- Reading: List page(s) of the IEP that reflect accommodations: _____
- Mathematics: List page(s) of the IEP that reflect accommodations: _____
- Science: List page(s) of the IEP that reflect accommodations: _____

Supplementary Aids and Services: The student has been provided with supplementary aids and services that are necessary for the student to advance towards attaining his/her annual goals, to be involved and make progress in the general curriculum, and to be educated alongside his or her nondisabled peers as indicated on the IEP in the area of:

- Reading: List page(s) of the IEP that reflect supplementary aids and services: _____
- Mathematics: List page(s) of the IEP that reflect supplementary aids and services: _____
- Science: List page(s) of the IEP that reflect supplementary aids and services: _____

Based on the consideration of the Decision Making Process Form, the IEP Team finds the following:

	N/A	Eligible	Not Eligible
Mod-MSA - Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-MSA - Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-MSA - Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Mod-HSA

Appendix B: IEP Team Decision-Making Process Eligibility Tool

This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-HSA for each relevant content area.

Date: _____ LEA number: _____

School: _____ Grade: _____

Student Name: _____ ID#: _____

D.O.B. _____ Disability Code: _____

Content Area: Algebra/Data Analysis Biology English Government

IEP Team Chair: _____

(Team Chair signature verifies that all established criteria were considered.)

Team Members: Each Participant Should Print Name, Provide Title, and Sign/Date.

Title	Signature	Date
Special Education Teacher (s)		
General Education Teacher (s)		
Team Member(s) (Individual(s) Who Is Qualified to Interpret Assessment Results)		
Parent(s)/Guardian		
Others		

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

<p>This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-HSA for each relevant content area.</p>	
<p>The student is learning based on the State’s approved Academic Content Standards/Core Learning Goals in Algebra/Data the appropriate content area being considered: Algebra/Data Analysis, Biology, English and/or Government. There must be sufficient objective evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/her IEP.</p>	Algebra/ Data Analysis <input type="checkbox"/> Yes <input type="checkbox"/> No
	Biology <input type="checkbox"/> Yes <input type="checkbox"/> No
	English <input type="checkbox"/> Yes <input type="checkbox"/> No
	Government <input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards/ Core Learning Goals in the relevant content area(s) for the student’s grade-level during instruction and assessments. In addition, specific accommodations implemented in these instructional and assessment settings may include: less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>The student has had consecutive years of individualized intensive academic instruction intervention in the relevant content area(s) consistent with his/her IEP, and although progress toward grade-level standards was made, he/she is not making progress at grade level.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>The student demonstrates that he/she cannot attain proficiency on the Algebra/Data Analysis, Biology, English and/or Government HSA tests, even with the provision of accommodations based on documented multiple valid and objective measures of student’s progress (or lack of progress). Examples include the end-of-course assessments, other State assessments, district wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Alt-MSA: This student is eligible to participate in the Alt-MSA. (The student **does** have a significant cognitive disability.) Yes No

If answered “Yes”, stop here. The student is not eligible to participate in the Mod-HSA.

Documented MSA Performance: Complete for relevant content area(s).

This student was proficient on the Grade 8 MSA Reading.	<input type="checkbox"/> Yes <input type="checkbox"/> No
This student was proficient on the Grade 8 MSA Mathematics.	<input type="checkbox"/> Yes <input type="checkbox"/> No
This student was proficient on the Grade 8 MSA Science.	<input type="checkbox"/> Yes <input type="checkbox"/> No
This student was proficient on the local measure of Grade 8 Social Studies.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Documented HSA Performance: Complete for relevant content area(s).

Algebra/Data Analysis: This student passed the Algebra/Data Analysis HSA.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Biology: This student passed the Biology HSA.	<input type="checkbox"/> Yes <input type="checkbox"/> No
English: This student passed the English HSA.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Government: This student passed the Government HSA.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Grade-Level Academic Content Standards: The goals and objectives on the student’s IEP are based on grade-level Academic Content Standards to support the student’s involvement and progress in the general curriculum. The goals may address a student’s Math and/or Reading disability which impacts learning. The goals address skills specified in the Academic Content Standard for the grade in which the student is enrolled and designed to monitor the student’s progress in achieving the standard-based goals.

Reading: List specific page(s) of the IEP that reflect modifications: _____

Mathematics: List specific page(s) of the IEP that reflect modifications: _____

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Grade Level Proficiency: The instructional performance in the relevant content area(s) is identified on the IEP [as measured by documented multiple valid and objective measures of the student's performance over time on a State's general assessment and other assessments to include end-of-course assessments, State assessments, district-wide assessments, data gathered from classroom assessments or other formative assessments] is substantially below grade level. Yes No

If yes, specify the instructional performance grade levels in the relevant content areas identified on the IEP, using objective evidence as measured by documented valid and objective measures (e.g., State assessment instruments, end-of-course assessments, district-wide assessments, and data gathered from classroom assessments) designed for assessment of achievement, that are substantially below grade level.

Area (Measure)	Score	Date
HSA Algebra/Data Analysis		
Other Math Measure Used (Specify)		
Other Math Measure Used (Specify)		
HSA Biology		
Other Science Measure Used (Specify)		
Other Science Measure Used (Specify)		
HSA English		
Other Reading Measure Used (Specify)		
Other Reading Measure Used (Specify)		
HSA Government		
Other Social Studies Measure Used (Specify)		
Other Social Studies Measure Used (Specify)		

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Content Standards: The goals on the students IEP are aligned with the Maryland Content Standards/Core Learning Goals.

- Algebra/Data Analysis: List specific page(s) of the IEP that reflect these goals: _____
- Biology: List specific page(s) of the IEP that reflect these goals: _____
- English: List specific page(s) of the IEP that reflect these goals: _____
- Government: List specific page(s) of the IEP that reflect these goals: _____

Educational Interventions: The following instruction, general education interventions, and special education and related services for Reading, Mathematics and/or Science have been provided to the student:

**Reading/
English:**

- Instruction in Reading in the general education curriculum for _____ years.
List specific school years _____
- Intensive Reading interventions have been provided for _____ years.
List specific school years _____
- List the specific research-based Reading interventions that are individual to the student.

- Grade-level Reading academic goals and objectives have been included in the student's IEP for _____ years.

**Mathematics/
Algebra/Data
Analysis**

- Instruction in Mathematics in the general education curriculum for _____ years.
List specific school years _____
- Intensive Mathematics interventions have been provided for _____ years.
List specific school years _____
- List the specific research-based Mathematics interventions that are individual to the student.

- Grade-level Mathematics academic goals and objectives have been included in the student's IEP for _____ years.

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

**Science/
Biology:**

Instruction in Science in the general education curriculum for _____ years.

List specific school years _____

List the specific Reading and/or Mathematics research-based interventions that are individual to the student, which have been used in Science/Biology instruction to support the student's progress in the general education curriculum.

**Social Studies/
Government:**

Instruction in Social Studies in the general education curriculum for _____ years.

List specific school years _____

List the specific Reading and/or Mathematics research-based interventions that are individual to the student, which have been used in Social Studies/Government instruction to support the student's progress in the general education curriculum.

Related services provided:

Service _____ Years _____ Frequency _____

Service _____ Years _____ Frequency _____

Service _____ Years _____ Frequency _____

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Special Education Instruction

- Student has received special education instruction provided by qualified special education personnel outside the regular classroom for _____ number of years and _____ hours per day.
- Student has received special education instruction with qualified general and special education personnel in a co-taught model for _____ number of years and _____ hours per day.
- Student has received other research-based interventions:

Academic Course Content: The student's progress towards achieving academic course content in response to appropriate instruction, designed to address the student's individual needs, is such that, even if significant growth occurs, the student will not achieve proficiency within the year covered by the student's IEP in the following area(s):

Did the student pass the relevant content course? Answer Yes or No.

Algebra/Data Analysis	<input type="checkbox"/> Yes <input type="checkbox"/> No
Biology	<input type="checkbox"/> Yes <input type="checkbox"/> No
English	<input type="checkbox"/> Yes <input type="checkbox"/> No
Government	<input type="checkbox"/> Yes <input type="checkbox"/> No

Instruction: The student has had consecutive years of individualized, intensive academic instruction consistent with the IEP in the following area(s):

Math/Algebra/Data Analysis Science/Biology Reading/English Social Studies/Government

List the most recent consecutive years that academic goals are included in the IEP for:

Reading _____

Math _____

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Accommodations: During instruction and assessment, the student receives accommodations on the IEP in the area(s) of:

Math/Algebra/Data Analysis Science/Biology Reading/English Social Studies/Government

List page(s) of the IEP that reflect accommodations: _____

Supplementary Aids and Services: The student has been provided with supplementary aids and services that are necessary for the student to advance towards attaining his/her annual goals, to be involved and make progress in the general curriculum, and to be educated alongside his or her nondisabled peers as indicated on the IEP in the area of:

Math/Algebra/Data Analysis Science/Biology Reading/English Social Studies/Government

List page(s) of the IEP that reflect accommodations: _____

Based on the consideration of the Decision Making Process Eligibility Tool, the IEP Team finds the following:

	N/A	Eligible	Not Eligible
Mod-Algebra/Data Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix C: Quick Reference Guide to Accommodations for Students with Disabilities (SWD)

NOTE: Users of this Appendix must have the complete text of the 2007-2008 Maryland Accommodations Manual available for reference.

1. SWD Presentation Accommodations

Visual Presentation Accommodations	Conditions for Use In Instruction and Assessment
1-A: Large Print	I, A
1-B: Magnification Devices	I, A
1-C: Interpretation/Transliteration for the Deaf or Hard of Hearing	I, A
Tactile Presentation Accommodations	
1-D: Braille	I, A
1-E: Tactile Graphics	I, A*
NOTE: For purposes of State assessments, any tactile graphics needed are included with the Braille version of the test.	
Auditory Presentation Accommodations	
1-F: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Entire Test	I, A*
1-G: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Selected Sections of Test	I, A*

* Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of:

- (1) the Maryland School Assessment (MSA) in Reading, grade 3 ONLY, which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary Reading material) but will not receive a score for standard 1, general Reading processes; and
- (2) the Maryland Functional Reading Test.

1. SWD Presentation Accommodations (continued)

Auditory Presentation Accommodations (continued)	Conditions for Use In Instruction and Assessment
1-H: Audio Amplification Devices	I, A
1-J: Books on Tape	I, N/A
1-K: Recorded Books	I, N/A

Multi-Sensory Presentation Accommodations	
1-L: Video Tape and Descriptive Video NOTE: No Maryland assessments currently incorporate video-taped stimulus materials. However, if video tape is used, students must have access to closed captioning on video materials, as appropriate.	I, A
1-M: Screen Reader for Verbatim Reading of Entire Test	I, A*
1-N: Screen Reader for Verbatim Reading of Selected Sections of Test	I, A*
1-O: Visual Cues	I, A
1-P: Notes, Outlines, and Assessments	I, N/A
1-Q: Talking Materials	I, A

Other Presentation Accommodations	
1-R: Other	Determined on a case-by-case basis in consultation with MSDE

* Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of:

- (1) the Maryland School Assessment (MSA) in Reading, grade 3 ONLY, which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary Reading material) but will not receive a score for standard 1, general Reading processes; and
- (2) the Maryland Functional Reading Test.

Any screen reader may be used for instruction, but the only screen reader currently supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 screen reader for testing, students must have used a screen reader in instruction and have had an opportunity to become familiar with the operation of the Kurzweil™ 3000 interface. Although a Human reader is always permissible to deliver a verbatim Reading accommodation, the State encourages the use of screen readers on State testing, to promote standardization of the verbatim Reading accommodation.

2. SWD Response Accommodations

Response Accommodations	Conditions for Use In Instruction and Assessment
2-A: Scribe	I, A
2-B: Speech-to-Text	I, A
2-C: Large-Print Response Book	I, A
2-D: Braille	I, A
2-E: Electronic Note-Takers and Word Processors	I, A
2-F: Tape Recorder	I, A
2-G: Respond on Test Booklet	I, A
2-H: Monitor Test Response	I, A
Materials or Devices Used to Solve or Organize Responses	
2-J: Calculation Devices	I, A
2-K: Spelling and Grammar Devices	I, A*
2-L: Visual Organizers	I, A**
2-M: Graphic Organizers	I, A
2-N: Bilingual Dictionaries	I, A
Response Accommodations	
2-Q: Other	Determined on a case-by-case basis in consultation with MSDE

* Spelling and grammar devices are not permitted to be used on the English High School Assessment.

** Photocopying of secure test materials requires approval and must be done under the supervision of the LAC. Photocopied materials must be securely destroyed under the supervision of the LAC. Use of highlighters may be limited on certain machine-scored test forms, as highlighting may obscure test responses. Check with the Test Administration and Coordination Manual (TACM) for each test or consult with the LAC before allowing the use of highlighters on any State test.

3. SWD Timing and Scheduling Accommodations

Timing and Scheduling Accommodations	Conditions for Use In Instruction and Assessment
3-A: Extended Time	I, A
3-B: Multiple or Frequent Breaks	I, A
3-C: Change Schedule or Order of Activities – Extend Over Multiple Days	I, A
3-D: Change Schedule or Order of Activities – Within One Day	I, A
Other Timing and Scheduling Accommodations	
3-E: Other	Determined on a case-by-case basis in consultation with MSDE

4. SWD Setting Accommodations

Setting Accommodations	
4-A: Reduce Distractions to the Student	I, A
4-B: Reduce Distractions to Other Students	I, A
4-C: Change Location to Increase Physical Access or to Use Special Equipment – Within School Building	I, A
4-D: Change Location to Increase Physical Access or to Use Special Equipment – Outside School Building	I, A
Setting Accommodations	
4-E: Other	Determined on a case-by-case basis in consultation with MSDE

Appendix D: Quick Reference Guide to Accommodations for English Language Learners (ELLs)

1. ELL Presentation Accommodations

Auditory Presentation Accommodations	Conditions for Use In Instruction and Assessment
1-F: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Entire Test	I, A*
1-G: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Selected Sections of Test	I, A*
Multi-Sensory Presentation Accommodations	
1-K: Recorded Books	I, N/A
1-L: Video Tape and Descriptive Video	I, N/A
1-M: Screen Reader for Verbatim Reading of Entire Test	I, A**
1-N: Screen Reader for Verbatim Reading of Selected Sections of Test	I, A**
1-P: Notes, Outlines, and Assessments	I, N/A
1-Q: Talking Materials	I, A
Other Presentation Accommodations	
1-R: Other	Determined on a case-by-case basis in consultation with MSDE

* Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of (1) the Maryland School Assessment (MSA) in Reading, grade 3 ONLY, which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary Reading material) but will not receive a score for standard 1, general Reading processes; (2) the Maryland Functional Reading Test and (3) the ELPT. This accommodation is not permitted for students classified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP.

** This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP. Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of (1) the Maryland School Assessment (MSA) in Reading, grade 3 ONLY, which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary Reading material) but will not receive a score for standard 1, general Reading processes, and (2) the Maryland Functional Reading Test. Any screen reader may be used for instruction, but the only screen reader currently supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 screen reader for testing, students must have used a screen reader in instruction and have had an opportunity to become familiar with the operation of the Kurzweil™ 3000 interface. Although a human reader is always permissible to deliver a verbatim Reading accommodation, the State encourages the use of screen readers on state testing, to promote standardization of the verbatim Reading accommodation.

2. ELL Response Accommodations

Response Accommodations	Conditions for Use In Instruction and Assessment
2-A: Scribe	I, A
2-E: Electronic Note-Takers and Word Processors	I, A
2-F: Tape Recorder	I, A
2-G: Respond on Test Booklet	I, A
2-H: Monitor Test Response	I, A

Organize Responses	
2-K: Spelling and Grammar Devices	I, A*
2-N: Bilingual Dictionaries	I, A

Other Response Accommodations	
2-Q: Other	Determined on a case-by-case basis in consultation with MSDE

* Spelling and grammar devices are not permitted to be used on the English High School Assessment.

3. ELL Timing and Scheduling Accommodations

Timing and Scheduling Accommodations	Conditions for Use In Instruction and Assessment
3-A: Extended Time	I, A
3-B: Multiple or Frequent Breaks	I, A
3-C: Change Schedule or Order of Activities – Extend Over Multiple Days	I, A
3-D: Change Schedule or Order of Activities – Within One Day	I, A

Other Timing and Scheduling Accommodations	
3-E: Other	Determined on a case-by-case basis in consultation with MSDE

4. ELL Setting Accommodations

Setting Accommodations	
4-A: Reduce Distractions to the Student	I, A
4-B: Reduce Distractions to Other Students	I, A
4-C: Change Location to Increase Physical Access or to Use Special Equipment – Within School Building	I, A

Other Setting Accommodations	
4-E: Other	Determined on a case-by-case basis in consultation with MSDE

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Appendix E: References

Accommodations

Ysseldyke, J. E., Thurlow, M. L., McGrew, K. S., & Shriner, J. G. (1994). Recommendations for making decisions about the participation of students with disabilities in statewide assessment programs (Synthesis Report 15). Minneapolis, MN: National Center on Educational Outcomes.

Alternate Maryland School Assessment

Alt-MSA Handbook published annually by the Division of Accountability and Assessment, MSDE.

Data Procedures for Maryland School Performance Report

Maryland School Performance Program Accountability Data published annually by the Division of Accountability and Assessment, MSDE.

High School Assessments

Test Administration and Coordination Manual published annually by the Division of Accountability and Assessment, MSDE.

Individualized Education Program (IEP) Committee Responsibilities

Each school system's Public Agency's Policies and Procedures document. Copies of this document are available in each school system's Special Education Office and in the Division of Special Education/Early Intervention, MSDE.

IDEA: Code of Federal Regulations: 34 CFR Part 300

IDEA97: 20 USC 1412 (a) (17)

Maryland Functional Testing Program

Code of Maryland Regulations (COMAR) 13A.03.01.03A; 13A.03.01.03C; and 13A.03.02.03B
September 17, 1992 Memorandum: "Use of Calculators in the Maryland Functional Mathematics Test".

Maryland School Assessment

Test Administration and Coordination Manual published annually by the Division of Accountability and Assessment and the Division of Special Education/Early Intervention, MSDE.

Modified High School Assessments

Test Administration and Coordination Manual published annually by the Division of Accountability and Assessment, MSDE.

No Child Left Behind Act of 2001

Public Law 107-110, January 8, 2002.

Programs for Non-English and Limited-English Proficient Students

Code of Maryland Regulations (COMAR) 13A.05.07.

Civil Rights Act of 1964, P.L. 88-352 Title VI Section 601.

Equal Educational Opportunity Act of 1974, 94 S. Ct. 786.788.

1974 United States Supreme Court Ruling Lau vs. Nichols.

United States Office of Civil Rights Reference

The Use of Tests When Making High-Stakes Decisions for Students: A Resource Guide for Educators and Policymakers. (Draft Guide, June 2000)

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